

THE ADMINISTRATOR'S ASSIGNMENT MANUAL

State of California

California Commission on Teacher Credentialing

First Edition: March 1988

Seventh Revision: August 2001

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State of California
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814

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California Commission on Teacher Credentialing

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The Administrator's Assignment Manual

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HOW TO USE THIS MANUAL

This *Manual* is designed to be used by school site administrators who are responsible for assigning teachers and other certificated employees to specific positions and by people enrolled in Commission-approved Administrative Services Credential programs, as well as by personnel officers and credential technicians. Please feel free to duplicate the *Manual* as needed.

The *Manual* is organized by the type of position you may need to fill. The section on each position tells you which credentials authorize service for that position and gives you assignment options in case you cannot find someone who holds one of the listed credentials. The credentials are listed according to the law under which they were issued (General, Standard, or Ryan) because it is convenient to identify them in those terms. No preference is implied by the order of the list; all the listed credentials authorize the type of service being described.

There are some general principles which underlie this *Manual* and the making of assignments. The first consideration should always be the **students** who will be served by the person filling the teaching and non-teaching assignments; not, as often happens, the **teachers** or other certificated staff who may have an opening in their schedule. For teaching positions, determine exactly what the curriculum is for the class, decide what type of credential authorizes the teaching of that curriculum, and then find a teacher who has that credential. In most cases, there will be a credential with a subject that clearly covers the curriculum of each class. Two factors may cloud the issue. One is classes which cover several areas of the curriculum and the other is the graduation credit given for a class. These are discussed in the section on departmentalized classes.

If you are unable to assign a teacher or other certificated employee with the appropriate credential, consider the options which are described in the various sections of this *Manual*. Districts have policies which may specify preferred credentials and may prohibit the use of some of the options. You should know exactly what your district's policies are before you put someone into a position.

Employing a person who holds the appropriate credential assures you that the teacher, counselor, administrator, librarian, nurse, or other certificated employee has met the standards established for that position by the state through legislation (*Education Code*) and regulation (*California Code of Regulations, Title 5*). School site administrators, as well as district and county administrators have the responsibility under EC §44258.9(b), to have evidence of the credential(s) each individual holds in order to make a legal and appropriate assignment. If you assign someone using an option to the credential, be sure to document the reason for your choice by referencing the Education Code or Title 5 section which authorizes the assignment.

The information provided in the *Manual* is thoroughly researched. There are a few authorizations that may appear ambiguous and there are assignment questions that can only be answered on an individual basis. Always check the document itself to confirm the authorization and read the entire text of the Education Code or Title 5 section if you have doubts about using it in a specific context.

If you still have questions about making an assignment, the first person to contact is in your district office:

Name

Telephone Number

You may be referred to the county office:

Name

Telephone Number

If you have additional assignment or credential authorization questions

CCTC Assignment Unit **Voice Mail** Message (24 hours).....(916) 322-5038
(If you are requesting specific information regarding an individual please include their name and social security number. Please leave your name, telephone number, agency and a short message. The call will be returned the following workday.)

CCTC Assignment Unit **E-mail**.....cawassignments@ctc.ca.gov

CCTC Assignment Unit **Fax**.....(916) 322-0048
(If you are requesting information regarding a specific individual please include their name and social security number. Please include your name, telephone number, and agency.)

If your question concerns an application/credential status, general credential information or credential requirements

CCTC Information Services.....(916) 445-7254 or (888) 921-2682
(8:00 am – 5:00 pm Monday through Friday [except State Holidays])

CCTC Email.....credentials@ctc.ca.gov

CCTC World Wide Web Page.....www.ctc.ca.gov

Comments and Suggestions for Updates and Revisions to this Manual

California Commission on Teacher Credentialing
Attn.: Assignment Unit
1900 Capitol Avenue
Sacramento, California 95814

To Order Additional Copies of the Administrator's Assignment Manual (Hard Copy or CD)

You may order a hard copy of the *Manual* for approximately \$6.00 plus shipping and handling by using the order form that is on the CD containing this Manual. You may also contact the Assignment Unit at the numbers listed above to obtain a copy of the order form. Additional copies of the CD (which also includes the Credential Handbook and the Waiver Handbooks) may be ordered for approximately \$27.00 plus shipping and handling. **Do not mail any fees to the Commission.** An outside vendor will mail the order for the hard copy or the CD.

You may also download the *Administrator's Assignment Manual* from the Credential Information Section of the Commission's website [<http://www.ctc.ca.gov>]. For information on duplication of this Manual, please see the inside of the front cover.

GLOSSARY OF TERMS

Authorizations	Each credential, certificate, permit, or waiver authorizes an individual to serve in a subject or subject area(s) in a setting at a grade level listed on the document. The authorization statement, printed on the document since 1989, provides the specifics for the authorization.
California Basic Educational Skills Test (CBEST)	CBEST is a standardized written test of basic skills in reading, writing, and mathematics that credential candidates must take and pass. It is also required in some cases for employment purposes. The examination was adopted by California in 1982 and became effective February 1, 1983.
Coded Correspondence	Official CCTC correspondence sent to notify the public and interested parties of pending or implementation of changes in the Commission's regulations, policies, and procedures. Copies are generally mailed to the superintendents at school districts and county offices of education and to Institutions of Higher Education and may be found on the Commission's web page [www.ctc.ca.gov].
Committee on Assignments	The Committee on Assignments is a local committee established with the approval of the district superintendent and the president or chair of the district governing board. It is made up of an equal number of teachers selected by teachers and school administrators selected by school administrators, to approve assignments of teachers with special skills and preparation to teach an elective subject (cannot be English, mathematics, science or social science) outside of their credential authorizations for a full-time teaching assignment. The Committee may not authorize a service assignment such as counseling, librarianship, or administration.
Credential Types	The term "Ryan Credential" is used to cover credentials and certificates that are issued under the provisions of the Teacher Preparation and Licensing Law of 1970 (Ryan Act), its subsequent amendments and additions, including the Bergeson Act of 1988, and other laws and regulations currently in effect. These credentials and certificates are the only type that may be issued to first-time applicants.
<i>Ryan Credential</i>	
<i>Standard Credential</i>	Standard Credentials were originally issued under the provisions of law (Fisher Act) that immediately preceded the Ryan Act. These credentials are no longer issued on an initial basis but renewals are issued to the holders of Standard Credentials who qualify. The provisions of law that authorized the original issuance of Standard Credentials were in force from 1961 through 1970.
<i>General Credential</i>	General Credentials were originally issued under the provisions of law that existed prior to 1961. These credentials are no longer issued on an initial basis but renewals are issued to the holders of General Credentials who qualify.
Credential Handbook	The Credential Handbook is an extensive reference guide published by the Commission's Certification, Assignment and

GLOSSARY OF TERMS, CONTINUED

	<p>Waivers Division that includes detailed information about credential, certificate, permit and waiver requirements and a list of these authorizations. The once-yearly update incorporates changes in the statutes, regulations, policies, and procedures concerning credentialing and credential requirements. To order a hard copy or CD, see the information on page iii of this Manual.</p>
Credential Waivers	<p>Effective July 1, 1994, the responsibility to waive credentials and credential requirements shifted to the California Commission on Teacher Credentialing under the authority of EC §44225(m). There are two types of waivers authorized by regulations: Variable Term and Short-Term. For information and guidelines, contact the Commission's Waiver Unit Voice Mail Line at (916) 323-7136 or email [waivers@ctc.ca.gov].</p>
<i>Type of Waivers</i>	
<i>Short-Term Waiver</i>	<p>Short-term waivers may be approved at the local level to provide the employing agency with one semester or less to address unanticipated, immediate, short-term organizational needs by assigning only individuals who hold basic teaching credentials to teach outside their credentialed authorizations, with the consent of the teacher. They may be issued once to any individual teacher and only once for a given class and cannot be used for a non-teaching assignment.</p>
	<p>Variable Term Waivers are reviewed by Commission staff and acted on by the Commission at a regularly scheduled meeting. They provide the employing agency up to one year or for a time set by the Commission to:</p>
<i>Variable Term Waiver</i>	<ol style="list-style-type: none">1) allow individuals additional time to complete a credential requirement;2) facilitate assignment in school programs addressing issues of educational reform;3) allow geographically isolated regions with severely limited ability to develop personnel time to hire and develop personnel; or4) obtain waivers for situations when all other efforts to find appropriately credentialed teachers have been exhausted.
Declaration of Need	<p>The Declaration of Need is an annual form submitted to the Commission from employing agencies, county offices of education, school districts and non-public schools. This form contains the estimated number of emergency permit and limited assignment permit teachers that will be employed for the school year.</p>
Departmentalized Class	<p>A departmentalized class is a class in which one instructor teaches a specific subject matter area. The instructor will teach the subject matter to several different groups of students. This is the classroom organization usually found in a middle, junior, or high school setting but may also be found at the elementary level in classes such as art, physical education, and music.</p>

GLOSSARY OF TERMS, CONTINUED

Dependent Credential	A dependent credential is a credential that may only be issued if the individual holds another specific type of credential. Administrative Services or Reading Specialist Credentials are examples of dependent credentials.
Education Code	<i>The California Education Code</i> lists the statutes that are passed by the State Legislature and signed into law by the Governor. References in this <i>Manual</i> are cited as "EC §".
Emergency Permit	Emergency permits are issued at the request of a school district, county office of education, or state agency when no credentialed person is available for a position or when those available do not meet the specified employment criteria established for the position. Employers must have a current Declaration of Need for Fully Qualified Educators on file with the Commission before emergency permits may be issued. Service is restricted to the employing agency and the restriction is printed on the document. Effective 1-1-98, emergency permits may be issued only for a total of five years.
Employing Agency	A California public school district, county office of education, non-public, nonsectarian school or agency, state or federal agency, charter school, or private schools of equivalent status.
Internship Credentials and Certificates	<p>This certificate is issued to participants in an alternative program for the training and certification of prospective teachers. The District Intern must verify possession of a bachelor's degree, passage of the California Basic Educational Skills Test (CBEST), and passage of the subject-matter examination(s) appropriate to the position. The District Intern completes a program that is developed and implemented by a school district or county office of education in accordance with a Professional Development Plan. The intern is assisted and guided through the approved training period by a certificated employee selected according to specific criteria.</p> <p>The certificate is issued to a participant in a program established by legislation in 1997 in response to teacher shortage for the purpose of assisting teachers in meeting subject-matter competence. The Pre-Intern must verify possession of a bachelor's degree, passage of the California Basic Educational Skills Test (CBEST), and appropriate subject-matter competence. Employers are required to provide basic training in classroom management, lesson planning, and teaching methods</p> <p>University Internship Credentials are issued to persons enrolled in an internship program which is a cooperative effort between a school district and an institution of higher education. The University Intern must verify possession of a bachelor's degree, passage of the California Basic Educational Skills Test (CBEST), and appropriate subject-matter competence. Internship programs must be approved by the Commission prior to enrolling students and may not be available in all school districts.</p>
<i>District Intern Certificate</i>	
<i>Pre-Internship Certificate</i>	
<i>University Internship Credential</i>	

GLOSSARY OF TERMS, CONTINUED

Middle School	The middle school definition may be used for any school that has grades five through eight. This is generally an elementary, middle, or junior high school.
Non-Public, Nonsectarian School or Agency	A non-public, nonsectarian school or agency is a private school or agency granted non-public school or agency status by the California Department of Education.
Prerequisite Credential	The prerequisite credential is the document that an applicant must hold (or must qualify and apply for) in order to submit an application for a "dependent" credential. Most specialist and services credentials require prerequisite credentials. The statutes or regulations for each dependent credential specify which credential(s) may serve as prerequisites.
Self-Contained Classroom	A self-contained classroom setting is one whereby all subjects are taught by an instructor to a group of students; usually found at the elementary level.
Supplementary Authorizations	Supplementary authorizations are subjects added to 1) Multiple Subject or Standard Elementary Teaching Credentials on the basis of 20 (or 10 upper division or graduate) semester units in the subject, pursuant to EC §44256(b) and 2) Single Subject, Standard Secondary and some Special Secondary Teaching Credentials on the basis of 20 (or 10 upper division or graduate) semester units in the subject, pursuant to EC §44256(a).
Title 5 Regulations	The sections of the <i>California Code of Regulations, Title 5</i> , concerning education are established by state educational agencies, including the California Commission on Teacher Credentialing, and are intended to implement the statutes. The Commission's approval process for these regulations includes development by staff, approval by the Commission, public hearing, approval by the Office of Administrative Law, and filing with the Secretary of State. References in this <i>Manual</i> are cited as "T5 §".

A. ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

This chapter provides an overview of elementary, middle, and high school assignment characteristics and problems, while the following two chapters cover the specific teaching credentials that authorize regular classroom service in elementary schools, middle schools, and high schools. Specialist areas such as special education and bilingual education are covered in later chapters.

Elementary Schools

Most elementary schools, regardless of the grade level configuration (K-6, K-4, K-8, etc.), are still organized around the **self-contained classroom** where all, or most, subjects are taught to a group of children by a single teacher. Information about the credentials that authorize service in self-contained classrooms can be found on page B-1. All the credentials listed on that page also authorize the teacher to team teach or regroup pupils across classrooms according to EC §44258.15:

Notwithstanding Section 44258.1, the holder of a credential authorizing instruction in a self-contained classroom may provide instruction in a team teaching setting or may regroup pupils across classrooms in subjects authorized by the governing board of the school district.

Regrouping generally means two or more teachers each teach all the subjects in a self-contained classroom, but group their students for one or more of those subjects. Students are grouped by their learning level. For example, one teacher may take the below-grade level math students from two or more classes, while another teacher takes the above-grade level math students, etc. The teachers usually begin the day with the students assigned to them for self-contained instruction. The concept of regrouping is not generally used in middle schools. **Team teaching** may mean one teacher provides language arts instruction, for example, to both classes while the other teaches science to both--it allows them to use their strengths to instruct a larger number of students. In this manner, the teacher's subject area expertise becomes the important factor.

In both of these situations, each of the paired teachers has a self-contained class, but for part of their day the school chooses to allow them to team teach or regroup. These innovative teaching patterns are designed to meet specified educational goals and do not result in a single teacher teaching only one subject such as math or science for a full day. Regrouping and team teaching do not require specific unit approval by school boards as is required for a departmentalized assignment under EC §44256(b), 44263, and 44258.2.

Title 5 Regulations to expand the authorization for holders of some pre-Ryan teaching credentials were approved in October 1994. The authorization for the General Kindergarten-Primary Teaching Credential expands from grades K-3 to K-8 in a self-contained classroom to align it more closely with the General Elementary Teaching Credential. In addition, the Standard Elementary and Standard Early Childhood Education Teaching Credentials are aligned with the Multiple Subject Teaching Credential to authorize teaching preschool, grades K-12, and classes organized primarily for adults in a self-contained classroom. School board approval is not needed, however teacher consent is required. See pages B-2 and C-8 for additional information.

Many elementary schools also have programs that take students from the self-contained classroom and place them in **departmentalized classes** for a period of time or assign the teacher of a specific subject to come into the self-contained classroom to teach their subject while the regular teacher is gone, such as during the regular teacher's prep period. The individual who teaches music or art, math or science, or physical education to several groups of children during the day must have an authorization to teach that subject in a departmentalized setting. For more information about the credentials that authorize teaching in departmentalized classes, see pages C-1 through 10.

A. ELEMENTARY, MIDDLE, AND HIGH SCHOOLS, CONTINUED

Middle and Junior High Schools

Middle and junior high schools provide the transition from the elementary school's self-contained classroom model to the departmentalized programs offered at the high school level. As a result, they incorporate some features that are not generally present at either of the other levels and have some authorizations that apply only to them. Middle schools are defined as schools that most frequently include grades six through eight but may have any combination of grades five through eight. Junior high schools often also include grade nine. Many of the authorizations designed for middle schools do not apply to grade nine.

If the school's program has the curriculum arranged so that one teacher provides instruction in several subjects, it is a self-contained classroom and the teacher must have a credential that authorizes that service. Information about the credentials that authorize service in the **self-contained classroom** can be found on pages B-1 through 3.

When the teacher teaches one subject to several groups of students, he or she needs to have a credential that authorizes teaching that subject in a departmentalized setting. Refer to the chart on page 3 of this section for how to staff "core" and "team" assignments. For more information about the credentials that authorize teaching in departmentalized classes, see pages C-1 through 10.

EC §44258.1 defines a "**core**" setting as one in which a teacher who is assigned on the basis of a credential that authorizes service in a self-contained classroom (Multiple Subject or Standard Elementary Teaching Credentials) to teach two or more subjects to the same group of students. The student population must remain substantially the same, but not absolutely, so that the time and the curricula of the subjects may be manipulated in ways that enhances good instruction. The language of §44258.1 reads:

The holder of a credential authorizing instruction in a self-contained classroom may teach in any of grades 5 to 8, inclusive, in a middle school, provided that he or she teaches two or more subjects for two or more periods per day to the same group of pupils, and, in addition, may teach any of the subjects he or she already is teaching to a separate group of pupils at the same grade level as those pupils he or she already is teaching for an additional period or periods, provided that the additional period or periods do not exceed one-half of the teacher's total assignment.

The other feature of the code is the "hanging" fifth period. Most teachers have two, two-period cores for four periods a day. In January 1992, with passage of the Craven Act (SB 215), a teacher may teach in a departmentalized class any of the subjects he or she is teaching in a core assignment as long as it is at the same grade level of the core and the departmentalized subjects do not constitute more than half of the teacher's total assignment.

It is important to note that EC §44258.1 does not state which subjects may be taught in a "core" setting and whether the subjects are academic or elective, therefore, any two or more subjects may be "cored". In addition, the classes do not have to be consecutive periods of the day. However, the students must remain the same.

The "core" may also be taught by someone with a credential that authorizes the teaching of both subjects in a departmentalized setting. For example, the holder of a Single Subject Teaching Credential in Social Science with a supplementary authorization in Introductory English may legally teach a core of social studies and English. The classes may also be covered by one of the authorizations for departmentalized classes described on pages C-1 through 10. It is not necessary for these teachers to complete the requirements for a Single Subject Teaching Credential in the appropriate subject; supplementary authorizations provide much of the needed flexibility for this type of assignment. See page C-4 for more information about supplementary authorizations and other options.

A. ELEMENTARY, MIDDLE, AND HIGH SCHOOLS, CONTINUED

A group of four teachers, certificated across the core disciplines of mathematics, English, science, and social science, may "**team**" to work with a large group of students. The grouping of the students may be called villages, communities, teams, etc. The teachers meet regularly in a commonly scheduled planning period to develop interdisciplinary lessons, identify individual student problems, etc. The credential becomes a problem when the teachers serving as team members are not credentialed in subjects they are expected to teach in the team. Being a member of a team is not the same as teaching in a core setting or team teaching. A team is a group of teachers usually holding departmentalized credentials, such as the Single Subject or Standard Secondary Teaching Credential, or authorizations to teach departmentalized subjects to a group of students. A teacher with a credential that authorizes service in a self-contained classroom or in a core setting is not authorized to serve as a member of a team unless he or she holds a supplementary authorization in the subject area he or she is teaching or is covered by one of the authorizations for departmentalized classes described on pages C-1 through 10.

How to Staff Core and Team Settings

Core	Teams
<i>Credentials</i>	
Multiple Subject	
Standard Elementary	Standard Elementary with major or minor in subject area
Standard Secondary with major or minor in each subject area of core assignment - use EC §44264 for grades 5 & 6	Standard Secondary with major or minor in subject area - use EC §44264 for grades 5 & 6
Single Subject in each subject area of core assignment	Single Subject in subject area
Supplementary Authorization in each subject area of core assignment	Supplementary Authorization in subject area
General Elementary	General Elementary
	General Junior High use EC §44264 for grades 5 & 6
	General Secondary use EC §44264 for grades 5 & 6
<i>Assignment Options</i>	
Single Subject or Standard Secondary Teaching Credential in <u>one subject area of core assignment</u> & either EC §44258.2 or §44258.3 in other subject(s) of assignment	Multiple Subject or Standard Elementary Teaching Credential and either EC §44256(b) or §44258.3 in subject area being taught
Single Subject or Standard Secondary Teaching Credential and either EC §44258.2 or §44258.3 for <u>all subject areas of assignment</u>	Single Subject or Standard Secondary Teaching Credential and either EC §44258.2 or §44258.3 in subject area being taught

EC §44258.15(b) and (c) which provided another option for assigning teachers whose credentials authorized either self-contained or departmentalized instruction to departmentalized classes in the middle schools, sunsetted as of June 30, 1992.

A. ELEMENTARY, MIDDLE, AND HIGH SCHOOLS, CONTINUED

There is also a section of the Education Code (§44258.2) which expands the authorization for holders of Single Subject or Standard Secondary Teaching Credentials so they may be assigned to teach in grades 5 through 8 in a middle school provided the teacher has completed a prescribed number of units of course work and has consented to the assignment. Note that EC §44258.2 can be used for a full-time assignment.

The holder of a single subject teaching credential or a standard secondary teaching credential may, with his or her consent, be assigned by action of the local governing board to teach classes in grades 5 to 8, inclusive, in a middle school, if he or she has a minimum of 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in the subject to which he or she is assigned.

Another provision of the law, EC §44256(b), expands the authorization for the holder of a Multiple Subject or a Standard Elementary Teaching Credential to teach in a departmentalized setting below grade 9:

The governing board of a school district by resolution may authorize the holder of a multiple subject teaching credential or a standard elementary credential to teach any subject in departmentalized classes to a given class or group of students below grade 9, provided that the teacher has completed at least 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in each subject to be taught. The authorization shall be with the teacher's consent.

EC §44264 expands the authorization to grades 5 and 6 of such pre-Ryan teaching credentials as the General Junior High, Standard Secondary, and General Secondary which authorize service in departmentalized classes in grades seven and above:

Notwithstanding any other provision of law, a person holding a credential issued under the laws and regulations in effect on or before December 31, 1971, authorizing teaching in grades 7 to 12, inclusive, or grades 7 to 9, inclusive, in the secondary schools may be assigned, with his or her consent, to teach any subject authorized on his or her credential in grades 5 and 6 or grade 5 or grade 6 in a departmentalized program in a school composed of grades 5, 6, 7, and 8 or grades 6, 7, and 8.

Title 5 Regulations to expand the assignment options for holders of some pre-Ryan teaching credentials were approved in October 1994. In addition to the authorization to teach in a self-contained classroom, the Standard Early Childhood Education Teaching Credential may be extended to grades 9 and below in a departmentalized class in the major or minor. The authorization for the General Junior High Teaching Credential expands from grades 7-9 to K-9 in a departmentalized classroom to align more closely with the General Elementary Teaching Credential and the General Secondary expands from grades 7-12 or 7-14 to grades K-12 or K-14 to teach in departmentalized classes in the major or minor. Both the General Junior High and Secondary Teaching Credentials require the individual to either have a major or minor in the subject area or have taught the subject area for three years within the last ten years. School board approval is not needed, however teacher consent is required. See page C-8 for additional information.

Finally, depending upon the type of class involved (self-contained, core, teams, or departmentalized), the assignment options provided in the following two chapters apply when a teacher with the appropriate credential is not available to fill a specific position.

High Schools

Most high schools have **departmentalized classes** and need to assign teachers who hold an appropriate credential as listed beginning on page C-1. Nontraditional schools and classes, such as opportunity schools, necessary small high schools, and performing arts schools are covered in the chapter beginning on page D-1.

B. SELF-CONTAINED CLASSROOM

The following credentials authorize service in a self-contained classroom. Self-contained classrooms are generally found in the elementary schools in grades preschool through six where all, or most, subjects are taught to one group of children by a single teacher. These credentials also authorize team teaching and regrouping pupils at the elementary level. It is possible to find a self-contained classroom at a higher grade level, such as in a one-room school or an opportunity classroom. Check both the authorization and the grade levels listed on the document before assigning a teacher with one of these credentials. If you are staffing a departmentalized classroom at an elementary school, such as instructional music or physical education or a math lab, see pages C-1 through 10 on departmentalized classes for appropriate credentials and assignment options. See pages O-1 and 2 for information on teaching and supervising in a preschool on the basis of an elementary credential.

General:

Kindergarten-Primary (grades K-3)
Elementary (grades K-8)

Standard:

Early Childhood (grades preschool-3)
Elementary (grades K-9)

A small percentage of these were issued authorizing service only in the subject of the non-academic major--check the document.

Ryan:

Multiple Subject (grades preschool, K-12 and adults)
Multiple Subject Internship (grades preschool, K-12 and adults)
Service is restricted to the participating school district or county.
Multiple Subject District Intern Certificate (grades K-8)
Service is restricted to the participating school district or county.
Multiple Subject Pre-Intern Certificate (grades preschool, K-12 and adults)
Service is restricted to the participating school district or county.
Specialist Instruction Credential in Early Childhood Education

Note: Refer to Title 5 §80020(a), (b), and (c) on page B-2 for information on expanded grade level authorizations for selected credentials listed above.

Temporary Assignment Options For Self-Contained Classrooms Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available to the school district. The following are summaries of some options available for staffing self-contained classrooms. Note that most require the consent of the teacher and the approval of the school board or the district/county superintendent of schools.

EC §44263 allows the holder of a teaching credential, usually a General Secondary, Standard Secondary or Single Subject, to serve by resolution of the governing board and with the consent of the teacher, in a self-contained classroom if the teacher has completed 60 semester hours of course work equally distributed among the four subject areas in EC §44314. However, EC §44314 was amended in 1987 to list ten subject areas. The 60 semester hours of course work should be equally distributed among any four of the following subjects: language studies, literature, mathematics, science, social science, history, humanities, the arts, physical education, and human development.

A teacher licensed pursuant to the provisions of this article may be assigned, with his or her consent, to teach ... a multiple subject class if he or she holds at least 60 semester hours equally distributed among the four areas of a diversified major set forth in Section 44314. A three-

B. SELF-CONTAINED CLASSROOM, CONTINUED

semester-unit variance in any of the required four areas may be allowed. The governing board of the school district by resolution shall provide specific authorization for such assignment. The authorization of the governing board shall remain valid for one year and may be renewed annually.

EC §44865 provides staffing options for specified types of classes and schools. See page H-1 on Substitute Teaching for a list of credentials that require a bachelor's degree and student teaching. Refer to Coded Correspondence 90-9014 on pages Appendix-16 and 17 for the legal opinion on the definition of opportunity, alternative, and continuation schools and classes.

A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with the consent of the teacher:

- | | |
|---|-------------------------------------|
| (a) Home teacher. | (f) Alternative schools. |
| (b) Classes organized primarily for adults. | (g) Opportunity schools. |
| (c) Hospital classes. | (h) Juvenile court schools. |
| (d) Necessary small high schools. | (i) County community schools. |
| (e) Continuation schools. | (j) District community day schools. |

T5 §80020(a), (b), & (c) expands the authorization for the holders of General Kindergarten-Primary, Standard Elementary, and Standard Early Childhood Education Teaching Credentials in addition to the areas and grades already authorized by their credentials. All the expanded authorizations require the consent of the teacher.

- (a) *The holder of a General Kindergarten-Primary Teaching Credential may be assigned, with his or her consent, to teach self-contained classes in grades four through eight.*
- (b) *The holder of a Standard Elementary Teaching Credential may be assigned, with his or her consent, to teach self-contained classes in grades preschool, ten through twelve, and in classes organized primarily for adults, and to teach departmentalized classes in the subject or subject of his or her majors or minors in grades nine and below.*
- (c) *The holder of a Standard Teaching Credential for Early Childhood Education may be assigned, with his or her consent, to teach self-contained classes in grades four through twelve, and in classes organized primarily for adults, and to teach departmentalized classes in the subject or subject of his or her majors or minors in grades nine and below.*

T5 §80024.1 allows for the issuance of an Emergency Multiple Subject Teaching Permit to any individual with a minimum of a bachelor's degree, verified subject-matter competence, a passing CBEST score, and written affirmation of the applicant's intent to complete the requirements for the credential. The employing agency must have a Declaration of Need for Fully Qualified Educators on file with the Commission.

An Emergency Multiple Subject Teaching Permit authorizes the same service as a Multiple Subject Teaching Credential.

Six semester hours of appropriate course work are required for each renewal. Effective January 1, 1998, an individual who held an emergency permit prior to 1-1-98 will be issued five additional reissuances and an individual who is initially issued an emergency permit after 1-1-98 will be issued the permit for a total of five years.

T5 §80027 allows for the issuance of a Limited Assignment Multiple Subject Teaching Permit to a teacher who is employed by the school district and holds a credential based on a bachelor's degree and student teaching; see page H-1 on Substitute Teaching for a list of such credentials. The teacher must have an assigned experienced educator in the subject area

B. SELF-CONTAINED CLASSROOM, CONTINUED

of the limited assignment if the applicant has not obtained permanent status in a school district in California within the previous ten years. The employing agency must have a current Declaration of Need for Fully Qualified Educators on file with the Commission. Six semester hours of appropriate course work are required for each renewal. The permit may only be reissued twice in a specific subject area.

A Limited Assignment Multiple Subject Teaching Permit authorizes the same service as a Multiple Subject Teaching Credential.

T5 §80058.2(a) allows a school official to request authorization from the county for the holder of a preliminary credential which lapses (expires) on or after April 1 to serve until the end of the school year.

The employing school officials, upon request to county school officials, may receive continuance to the end of a school year of a candidate's preliminary credential which lapses (expires) April 1 or thereafter of a school year. Such continuance is authorization for payment of salaries for service rendered on the lapsed credential.

T5 §80123(a) allows an employer to assign a credentialed teacher to an area not authorized by his or her credential when there is a temporary, unanticipated, immediate, short-term organizational need for a teacher. Commission approval is not required but the Commission may rescind the authority of any employing agency to grant a short-term waiver upon a finding that the agency has violated any provision of Title 5 §80120 through 80123. The information required under Section 80122 for this type of waiver shall be forwarded to the County Office of Education pursuant to Education Code Section 44258.9. Teacher consent is required. See pages R-25 and 26 for the forms to report short-term waivers to the Commission.

Employing agencies may grant a short-term waiver as described under Section 80120(a) without prior approval by the Commission, provided that a short-term waiver may be issued one time only for any individual, and one time only for a given class.

Assignment Note

Individuals who hold Multiple or Single Subject Teaching Credentials may complete a Commission-approved Early Childhood Education Emphasis program. Their credential documents will include the statement "*Special Preparation for Teaching Early Childhood: Preschool - 3*". This statement acknowledges that the individual completed a program that included instruction and experience in teaching early childhood education. **It does not authorize additional service.** The special statement is to recognize completion of specific early childhood education course work and to allow employers to identify teachers who have a particular interest in working with this group of students.

C. DEPARTMENTALIZED CLASSES

The credentials listed on the following pages authorize service in departmentalized classes. These classes, generally found in middle schools, junior high schools and high schools, are ones in which the teacher is assigned to instruct groups of students in a specific subject matter area or areas. Elementary schools also employ teachers in departmentalized classes--an example is the physical education, instructional music, or art teacher who fills in for the self-contained classroom teachers during their "prep" periods.

Alternate Means for Completing Prescribed Course of Study

One area of assignment that causes considerable confusion relates to EC §51225.3(b), which requires school districts to adopt "alternative means for students to complete the prescribed course of study." In many cases, school districts have approved courses in such departments as industrial arts and business to meet required graduation credits. If the local governing board has adopted such alternative means as allowing a "Business English" course to meet the graduation requirement for English in a manner that is consistent with the state curriculum for that subject, then it is a matter outside the purview of the Commission. In this example, our concern is not with the credit granted for the course, it is simply one guide to determining who should teach a specific course. The Commission's concern is with the credential held by the teacher that indicates that he or she has been prepared to teach the subject matter of the curriculum. The instructor of a class in which the curriculum is business, whatever the graduation credit granted, must hold the requisite credential in business.

Computer Science

Another area of concern is the broad area of computer science or education. If a class covers the general use of computers, the teacher should hold the supplementary authorization in computer concepts and applications or use one of the available employment options. Title 5 §80005(a), added to regulations in July 2000, clarifies the authorization for the subject areas for service in departmentalized classes. An individual may be assigned to teach classes that fall within the broad single subject areas listed on their document. In the list in Section 80005(a), the subject area of computers is listed under three broad subject areas: business, industrial and technology education, and mathematics. Effective the January 31, 2001 implementation of the regulations, employing agencies may no longer choose any credentialed teacher to teach computers but assign an individual who holds a credential, emergency permit, or waiver in one of these three broad subject areas. In addition, an employing agency may use one of the available employment options, which may be found on pages C-5-10. If a class is a subject-matter class and the computer is a tool for learning that subject, the teacher should hold the appropriate subject area credential.

“Elective” Classes

In most cases there is an obvious match between the class curriculum and the authorizations listed on the credential. However, there will be classes, usually electives, for which there is no match. Classes such as art, music, foreign language, and computers may be considered as “electives” by some school districts. However, if a credential exists which authorizes service in the subject area, the teacher must hold a credential or authorization in the subject area. The “elective” credit given to the class does not make a difference in the determination of which credential is required.

Other classes such as leadership or quest are strictly electives in some schools while in others the students receive specific graduation credit. If the student receives specific subject area graduation credit, the type of credit will usually dictate the credential needed. If, for example, the students are receiving social science graduation credit for a class in "leadership", the teacher must have an authorization to teach social science. However, if the graduation credit received for the class conflicts with the curriculum, the curriculum takes

C. DEPARTMENTALIZED CLASSES, CONTINUED

precedence. A review of the curriculum may determine which teacher is the appropriate choice. The title of a class may not adequately describe the curriculum or provide enough information to determine which credential authorizes the service.

If no credential exists that authorizes the curriculum and elective credit is being given, the employing agency should select the credentialed teacher whose knowledge and training best fulfills the needs of the students. In such assignments, the teacher's consent is required. Effective January 31, 2001, with the approval of Title 5 Section 80005(b), the individual the employing agency selects with the approved subject area knowledge and training must hold a credential based on a bachelor's degree and a teacher preparation program including student teaching. An individual who holds an emergency permit, internship, or waiver may not serve in this type of assignment after January 31, 2001. These include, but are not limited to, classes in life skills, leadership, study skills, conflict management, teen skills, and study hall. In a related topic are classes for on-campus suspension. The question most asked concerning this type of assignment is whether a classified employee may serve in the position. Education Code Section 48911.1 contains a description of the program for on-campus suspension. In subsection (c)(4), it states that each student must receive assignments and tests from their teachers to complete while in the suspension class or the individual supervising the class shall assign course work. This type of assignment requires a credentialed teacher in the position. A classified employee cannot assign and assist students with course work.

Health

One other area that has generated a number of questions is who is authorized to teach health. In July 2000, Title 5 Section 80004 was added to regulations to clarify that holders of Single Subject Teaching Credentials in health science, life science, and physical education (if initially issued prior to 1/1/81) are authorized to teach health. See page Appendix-13 for the Coded Correspondence with a complete list of all credentials (including Standards and Generals) that authorize the teaching of health. Note that the Single Subject Teaching Credential in Science: Biological Sciences does not authorize teaching health.

Health may be taught in different departments if the curriculum is appropriate to the credential of the person teaching it. For example, "Health for the Homemaker" may be appropriate for the home economics credential if the curriculum of the course is clearly home economics. A course in physical education such as "Health and Fitness" would be appropriate for the physical education credentialed teacher. The question of whether the student could get health credit for a class taught in homemaking or physical education is not a Commission issue. It is between the employing agency and the California Department of Education to decide if the curriculum is consistent with the frameworks and guidelines set by the department.

Science

The Commission has determined that if the curriculum of the high school science class (grades 10-12) includes both life science (biology) and physical science (chemistry, physics, earth science, or geosciences), which is commonly called integrated science, then it may only be taught by a credentialed individual authorized to teach subjects in both areas, by a team of teachers with credentials in the various science subjects, or by a teacher assigned on one of the Education Code options available to employers.

The content of high school level science classes is generally more specialized than at the middle school level which are commonly introductory/general life and physical science classes. The assignment of the holder of either a life or physical science teaching credential or one of the science credentials with an area of concentration would be appropriate for this type of introductory/general science class. However, if the middle or high school class is in a specific science area, it must be taught by the holder of a credential or authorization in the

C. DEPARTMENTALIZED CLASSES, CONTINUED

broad science area that the specific class falls under or a credential or authorization in the specific science area being taught.

See pages Appendix-3 through 5 for a chart on science credentials and their authorizations and the charts on pages Appendix-6 and 7 for information about which credentials authorize the teaching of integrated science in grades 7 - 9 and grades 10 - 12.

The credentials that have been issued for the general purpose of teaching in departmental classes have unique authorizations. Some of the differences between these credentials are explained below. Refer to the complete text of the authorization on the document if you need further clarification.

General:

The holders of these credentials may be assigned to teach any subject within the grades listed on the document. The Kindergarten-Primary and Elementary Credentials are generally used for self-contained classrooms, but are not restricted to that service.

Kindergarten-Primary (grades K-3)

Elementary (grades K-8)

Junior High (grades 7-9)

Be aware of the possibility of misassignment when placing a teacher with this credential in a 9-12 school; he or she may not teach above the 9th grade.

Secondary (grades 7-12 or 7-14)

Special Secondary (grades K-12 or K-14)

The holder may be assigned to teach any subject within the broad area listed on the document.

Art

Business Education

Homemaking

Industrial Arts

Music

Physical Education

Speech Arts

Vocational Agriculture

Note: Refer to Title 5 §80020(d) and (e) on page C-8 for information on expanded grade level authorizations for selected credentials listed above.

Standard:

Elementary (grades K-9)

- *The holder may be assigned to teach multiple-subject matter (self-contained) classes, and to teach the subject or subjects listed as majors and minors in departmentalized classes, in grades K-9. A small percentage of these credentials authorize service only in the subject of the non-academic major and not in a self-contained classroom--check the document.*
- *Some of the life Standard Elementary Teaching Credential documents issued in the 1960's had a broader authorization for teaching in a departmentalized class than appears on the credential document today. Check the document carefully to see if it has the broader authorization.*
- *Subjects such as "Social Science: Sociology", authorize the holder to teach only the subject listed after the colon. In this example, the holder is only authorized to teach sociology.*
- *Majors such as "Liberal Studies" and "Diversified" do not authorize the teaching of a departmentalized class because the subject does not identify or cover any specific area of the curriculum.*

Secondary (grades 7-12)

- *The subjects listed on this credential are usually very specific. There were an unlimited number of subject possibilities because there was no prescribed list of subjects as there is under the current law. Subjects such as "Social Science: History" authorize the teaching of only the subject listed after the colon, not any subject in the department.*
- *The holder is authorized to teach the subject or subjects listed as majors and minors in departmentalized classes, and to teach introductory courses within the general area of any subject or subjects listed as majors, in grades 7 through 12. For example,*

C. DEPARTMENTALIZED CLASSES, CONTINUED

- A major in a broad subject area such as "Biological Science" authorizes the teaching of any or all the life sciences including biology, botany, zoology, anatomy, and physiology and also introductory life science courses and general science courses.
- A major in a specific subject area such as "chemistry" authorizes the holder to teach that specific major or to teach related courses that are introductory or general in nature such as general science but does not authorize the teaching of any other specific subjects within the broad subject area such as physics.
- A minor in a broad subject area such as "English" authorizes the holder to teach classes specifically within that subject such as literature, composition and grammar. It does not authorize the teaching of related courses like drama or journalism or introductory courses.
- A minor in a specific subject area such as physics authorizes the holder to teach only the subject listed on the credential and not introductory classes within the major area.
- A minor in art or music has an additional authorization to service in grades 7-12. The minor allows the holder to teach art or music (as applicable) in grades K-6.

Junior College (grades 11-14)

- The Junior College Credential (formerly identified by the code "JSL") authorizes the holder to teach the subject or subjects listed as majors in grades 11 through 14. (Subjects listed as minors can only be taught in grades 13-14).
- The Junior College Credential (formerly identified by the code "JCL") only authorizes service in grades 13-14.

Note: Refer to Title 5 §80020(c) and (f) on page C-8 for expanded grade level authorizations for selected credentials listed above.

Ryan:

Single Subject (grades preschool, K-12 and adults)

Under this credential the teacher may be assigned to any class within the broad single subject area listed on the document. The available subjects are: Agriculture, Art, Business, English, Language (specified on document), Health Science, Home Economics, Industrial and Technology Education (previously Industrial Arts), Mathematics, Music, Physical Education, Science: Biological Science, Science: Chemistry, Science: Geosciences, Science: Physics, and Social Science. The Commission may renew a Single Subject Credential with a major in Government, History, Life Science, or Physical Science. However, these four subject areas are being phased out and are initially issued on a rare basis.

Single Subject Internship (grades preschool, K-12 and adults)

Service is restricted to the participating school district or county.

Single Subject District Intern Certificate (grades 6-12)

Service is restricted to the participating school district or county.

Single Subject Pre-Intern Certificate (grades preschool, K-12 and adults)

Service is restricted to the participating school district or county.

Supplementary authorizations (grades specified in authorization on document)

- Specific supplementary authorizations may be issued to holders of Single Subject, Standard Secondary, or Special Secondary Teaching Credentials. They authorize service in departmentalized classes in all grades only in the specific subject listed, such as journalism or chemistry or psychology.
- "Introductory" supplementary authorizations may also be issued to holders of Single Subject, Standard Secondary, or Special Secondary Teaching Credentials. They authorize service in the broad area, such as mathematics or life science, but only in classes where the curriculum is designed for grade 9 and below.
- Supplementary authorizations followed by the term "(Basic)" were issued under regulations in effect prior to 6-30-83 and authorize service in all grades in the subject listed. These are broad subject areas, but the term "(Basic)" should alert you that the holder may not have had extensive course work in the area and may not be the best choice to teach an advanced course in the subject.

C. DEPARTMENTALIZED CLASSES, CONTINUED

- *Broad supplementary authorizations in the Single Subject areas may be issued to holders of Multiple Subject and Standard Elementary Teaching Credentials. They authorize service in departmentalized classes in grades 9 and below in any class within the broad subject areas. Beware of possibility of misassignment when placing this teacher in a 9-12 school; he or she may not teach above the 9th grade.*

Note: Title 5 80005(a), which contains a list of subject areas that fall within the broad single subject areas, is summarized on pages Appendix-1 and 2.

Temporary Assignment Options For Departmentalized Classes Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available to the school district. The following is a summary of some options available for staffing departmentalized classes. Note that most require the consent of the teacher and the approval of the school board or the district/county superintendent of schools.

EC §44256(b) allows, by resolution of the governing board, the holder of a Multiple Subject or Standard Elementary Teaching Credential to teach, with his or her consent, any subject in departmentalized classes below grade 9 if the teacher has completed twelve semester units, or six upper division or graduate semester units of course work at an accredited institution, in the subject to be taught.

The governing board of a school district by resolution may authorize the holder of a multiple subject teaching credential or a standard elementary credential to teach any subject in departmentalized classes to a given class or group of students below grade 9, provided that the teacher has completed at least 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in each subject to be taught. The authorization shall be with the teacher's consent.

EC §44258.2 states that the holder of a Single Subject or Standard Secondary Teaching Credential may, with his or her consent, be assigned by action of the local governing board to teach classes in grades 5 through 8 in a middle school, provided that the teacher has a minimum of twelve semester units, or six upper division or graduate semester units, of course work at an accredited institution in the subject to be taught.

The holder of a single subject teaching credential or a standard secondary teaching credential may, with his or her consent, be assigned by action of the local governing board to teach classes in grades 5 to 8, inclusive, in a middle school, if he or she has a minimum of 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in the subject to which he or she is assigned.

EC §44258.3 allows local school districts to assign teachers who hold teaching credentials to teach departmentalized classes with their consent in grades K-12, irrespective of the designations on their teaching credentials, as long as the teacher's competence is verified according to policies and procedures established by the governing board consistent with the language of the statute.

- (a) The governing board of a school district may assign the holder of a credential other than an emergency permit, to teach any subjects in departmentalized classes in kindergarten or any of grades 1 to 12, inclusive, provided that the governing board verifies, prior to making the assignment, that the teacher has adequate knowledge of each subject to be taught and the teacher consents to that assignment. The governing board shall adopt policies and procedures for the purpose of verifying the adequacy of subject knowledge on the part of each of those teachers. The governing board shall involve subject matter specialists in the subjects commonly taught in the district in the development and implementation of the policies and procedures, and shall include in those policies and procedures both of the following:*

C. DEPARTMENTALIZED CLASSES, CONTINUED

- (1) *One or more of the following ways to assess subject matter competence:*
 - (A) *Observation by subject matter specialists, as defined in subdivision (d).*
 - (B) *Oral interviews.*
 - (C) *Demonstration lessons.*
 - (D) *Presentation of curricular portfolios.*
 - (E) *Written examinations.*
- (2) *Specific criteria and standards for verifying adequacy of subject matter knowledge using any of the methods in paragraph (1). The criteria shall include, but need not be limited to, evidence of the candidate's knowledge of the subject matter to be taught, including demonstrated knowledge of the curriculum framework for the subject to be taught and the specific content of the course of study in the school district for the subject, at the grade level to be taught.*
- (b) *Teaching assignments made pursuant to this section shall be valid only in that school district. The principal of the school, or other appropriate administrator, shall notify the exclusive representative of the certificated employees for that school district, as provided under Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, of each instance in which a teacher is assigned to teach classes pursuant to this section. Any school district policy or procedures adopted and teaching assignments made pursuant to this section shall be included in the report required by subdivisions (a) and (e) of Section 44258.9. The Commission on Teacher Credentialing may suspend the authority of a school district to use the teaching assignment option authorized by this section upon a finding that the school district has violated the provisions of this section.*
- (c) *Nothing in this section shall be construed to alter the effect of Section 44955 with regard to the reduction by a school district governing board of the number of certificated employees.*
- (d) *For the purposes of this section, "subject matter specialists" are mentor teachers, curriculum specialists, resource teachers, classroom teachers certified to teach a subject, staff to regionally subject matter projects or curriculum institutes, or college faculty.*

An advisory on using EC §44258.3 was originally published in 1992. In 1995, following a study conducted by the Commission, a report was sent to the Legislature which resulted in the changes to the code section in 1996 [AB 1124 (Davis)]. An updated advisory will be distributed in the fall of 2001 to provide employing education agencies with further information, including step-by-step instructions, regarding implementation of the assignment option made available by Section 44258.3.

EC §44258.7(a) allows for the issuance of a supplementary authorization to the holder of a Standard Secondary Teaching Credential who was inappropriately assigned to teach a specific subject within the department of his or her academic major or minor, if he or she taught that subject successfully for three years prior to 9-1-89 and verifies subject-matter competence.

The holder of a standard secondary credential who, prior to September 1, 1989, has taught successfully in a subject within the department of his or her academic major or minor for a minimum of three years, as verified by the employing school district, may receive a supplementary authorization in that subject upon application, payment of a fee, which shall not exceed one-half of the regular credential fee, and evidence that one of the following has been accomplished:

- (1) *Successful completion, by September 1, 1989, of a minimum of 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in the subject.*
- (2) *The securing of a passing score on an examination in the subject approved by the Commission on Teacher Credentialing.*
- (3) *Verification of competence in the subject matter by a subject area specialist not associated with the employing school district.*

C. DEPARTMENTALIZED CLASSES, CONTINUED

This option was added to the Education Code in 1987 to address the confusion with the authorization of the major and minors on Standard Secondary Teaching Credentials which are very different from the authorizations for the General and Ryan Teaching Credentials. This option has become increasingly more rarely used because the teaching experience required for this option must have been completed prior to September 1, 1989.

EC §44258.7(b) allows a full-time teacher who holds a credential in a subject other than physical education *to coach a competitive sport for which the students receive physical education credit* for one period a day, if that teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport. Action by the local governing board is required.

A person who holds a teaching credential in a subject or subjects other than physical education may be authorized by action of the local governing board to coach one period per day in a competitive sport for which students receive physical education credit, provided that he or she is a full-time employee of the school district and has completed a minimum of 20 hours of first aid instruction appropriate for the specific sport.

EC §44258.7(c) & (d) allows a full-time teacher with special skills and preparation outside his or her credential authorization to be assigned to teach in an "elective" area (see below) of his or her special skills in a full-time assignment, provided the assignment is approved by the local Committee on Assignments prior to the beginning of the assignment.

- (c) *A teacher employed on a full-time basis who teaches kindergarten or any of grades 1 to 12, inclusive, and who has special skills and preparation outside of his or her credential authorization may, with his or her consent, be assigned to teach an elective course in the area of the special skills or preparation, provided that the assignment is first approved by a committee on assignments. For purposes of this subdivision an "elective course" is a course other than English, mathematics, science, or social studies. The membership of the committee on assignments shall include an equal number of teachers, selected by teachers, and school administrators, selected by school administrators.*
- (d) *Assignments approved by the committee on assignments shall be for a maximum of one school year, but may be extended by action of the committee upon application by the schoolsite administrator and the affected teacher. All initial assignments or extensions shall be approved prior to the assignment or extension. Districts making assignments under this subdivision shall submit a plan to the county superintendent of schools which shall include, but need not be limited to, the following:*
 - (1) *Statements signed by the district superintendent and the president or chairperson of the district governing board, approving the establishment of the committee.*
 - (2) *Procedures for selection of the committee membership.*
 - (3) *Terms of office for committee members.*
 - (4) *Criteria for determining teachers' qualifications for these assignments.*

Elective subjects are defined as other than English, mathematics, science, or social science. The Commission believes there is a difference between a class in which the students receive graduation credit in English, mathematics, science, or social science and one that is considered an elective within one of these subject areas. For example, if the students in a drama, speech, or journalism class are not receiving English graduation credit, then the class can be taught by an individual authorized by the Committee on Assignments. However, if the students are receiving English graduation credit, the employing agency may not use the Committee on Assignments to cover this or similar types of classes.

EC §44263 allows the holder of a teaching credential to serve, by resolution of the governing board and with the consent of the teacher, in a departmentalized class if the teacher has completed eighteen semester units of course work, or nine semester units of upper division or graduate course work, in the subject to be taught.

C. DEPARTMENTALIZED CLASSES, CONTINUED

A teacher licensed pursuant to the provisions of this article may be assigned, with his or her consent, to teach any single subject class in which he or she has 18 semester hours of coursework or nine semester hours of upper division or graduate coursework ...

EC §44264 expands the authorization to grades 5 and 6 of such pre-Ryan teaching credentials as the General Junior High, Standard Secondary, and General Secondary which authorize service in departmentalized classes in grades seven and above.

Notwithstanding any other provision of law, a person holding a credential issued under the laws and regulations in effect on or before December 31, 1971, authorizing teaching in grades 7 to 12, inclusive, or grades 7 to 9, inclusive, in the secondary schools may be assigned, with his or her consent, to teach any subject authorized on his or her credential in grades 5 and 6 or grade 5 or grade 6 in a departmentalized program in a school composed of grades 5, 6, 7, and 8 or grades 6, 7, and 8.

EC §44865 provides staffing options for specified types of programs. See page H-1 on Substitute Teaching for a list of credentials that require a bachelor's degree and student teaching. Refer to Coded Correspondence 91-9104 on pages Appendix-16 and 17 for the legal opinion on the definition of opportunity, alternative, and continuation schools and classes.

A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with the consent of the teacher:

- | | |
|---|-------------------------------------|
| (a) Home teacher. | (f) Alternative schools. |
| (b) Classes organized primarily for adults. | (g) Opportunity schools. |
| (c) Hospital classes. | (h) Juvenile court schools. |
| (d) Necessary small high schools. | (i) County community schools. |
| (e) Continuation schools. | (j) District community day schools. |

T5 §80020(c), (d), (e), & (f) expands the authorization for the holders of such pre-Ryan teaching credentials as the General Secondary, General Junior High, Standard Early Childhood Education, and Standard Secondary Teaching Credentials in addition to the areas and grades already authorized by their credentials. All the expanded authorizations require the consent of the teacher.

- (c) *The holder of a Standard Teaching Credential for Early Childhood Education may be assigned, with his or her consent, to teach self-contained classes in grades four through twelve, and in classes organized primarily for adults, and to teach departmentalized classes in the subject or subject of his or her majors or minors in grades nine and below.*
- (d) *The holder of a General Secondary Teaching Credential may be assigned, with his or her consent, to teach departmentalized classes in grades kindergarten through six in the subject of his or her majors or minors or in subjects in which he or she has taught successfully for three years within the ten years prior to the assignment.*
- (e) *The holder of a General Junior High Teaching Credential may be assigned with his or her consent, to teach classes in grades kindergarten through grades six in the subjects of his or her majors or minors or in subjects in which he or she has taught successfully for three years within the ten years prior to the assignment.*
- (f) *The holder of a Standard Secondary Teaching Credential may be assigned, with his or her consent, to teach departmentalized classes in grades preschool, kindergarten through six, and in classes organized primarily for adults in the subjects of his or her majors or minors.*

T5 §80020.4(a) & (b), effective January 31, 2001, allows the holder of a teaching credential based on a bachelor's degree, teacher preparation program, and student teaching

C. DEPARTMENTALIZED CLASSES, CONTINUED

to serve as a school site, school district, or county staff developer. An individual providing staff development in a specific subject area must either hold a credential in the specific subject area or have their subject area expertise verified by the local governing board.

- (a) *The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may serve as school-site, school district, and or county staff developer in grades twelve and below, including preschool, and in classes organized primarily for adults.*
- (b) *A teacher serving as the staff developer for a specific subject must hold a credential in the subject or have his or her expertise in the subject verified and approved by the local governing board.*

This option is for teachers who have been moved from their classroom teaching assignment to serve as a school site, school district, or county staff developer. It is not meant for individuals who present a staff development training to teachers on an occasional or intermittent basis. Information on serving as a staff developer for vocational education programs may be found on page I-2 and for adult education programs on page J-2.

T5 §80020.4.1(a), effective January 31, 2001, allows the holder of a teaching credential based on a bachelor's degree, teacher preparation, and student teaching to serve as a school site, school district, or county program coordinator of staff development or curricular development. Information on serving as a program coordinator for vocational education programs may be found on page I-2 and for adult education programs on page J-2. Information on reading program coordinators may be found on pages E-2 and K-4.

- (a) *The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may serve as staff development or curricular development program coordinator designed to improve instruction and enhance student learning at the school site, school district, or county level in grades twelve and below, including preschool, and in classes organized primarily for adults*

T5 §80024.1 allows for the issuance of an Emergency Single Subject Teaching Permit to any individual with a minimum of a bachelor's degree, verified subject-matter competence, a passing CBEST score, and written affirmation of the applicant's intent to complete the requirements for the credential. The employing agency must have a Declaration of Need for Fully Qualified Educators on file with the Commission.

An Emergency Single Subject Teaching Permit authorizes the same service as a Single Subject Teaching Credential in the authorized field(s) listed on the permit.

Six semester hours of appropriate course work are required for each renewal. Effective January 1, 1998, an individual who held an emergency permit prior to 1-1-98 will be issued five additional reissuances and an individual who is initially issued an emergency permit after 1-1-98 is issued the permit for a total of five years.

T5 §80027 allows for the issuance of a Limited Assignment Single Subject Teaching Permit to a teacher who is employed by the school district and holds a credential based on a bachelor's degree and student teaching; see page H-1 on Substitute Teaching for a list of such credentials. The teacher must have an assigned experienced educator in the subject area of the limited assignment if the applicant has not obtained permanent status in a school district in California within the previous ten years. The employing agency must have a current Declaration of Need for Fully Qualified Educators on file with the Commission. Six semester hours of appropriate course work are required for each renewal. The permit may only be reissued twice in a specific subject area.

C. DEPARTMENTALIZED CLASSES, CONTINUED

A Limited Assignment Single Subject Teaching Permit authorizes the same service as a Single Subject Teaching Credential in the authorized field(s) listed on the permit.

T5 §80050 allows for the issuance of a Special Teaching Authorization in Health to an individual who holds a professional clear School Nurse Services Credential, valid California registered nurse license, passage of CBEST, and completion of a professional preparation program for the Special Teaching Authorization in Health.

The Special Teaching Authorization in Health authorizes the holder to teach classes in health in preschool, kindergarten, grades 1 to 12, inclusive and classes organized primarily for adults as specified in Education Code 44267.5(d).

T5 §80058.2(a) allows a school official to request authorization from the county for the holder of a preliminary teaching credential that lapses (expires) on or after April 1 to serve until the end of the school year.

The employing school officials, upon request to county school officials, may receive continuance to the end of a school year of a candidate's preliminary credential which lapses (expires) April 1 or thereafter of a school year. Such continuance is authorization for payment of salaries for service rendered on the lapsed credential.

T5 §80123(a) allows an employer to assign a credentialed teacher to an area not authorized by his or her credential when there is a temporary, unanticipated, immediate, short-term organizational need for a teacher. Commission approval is not required but the Commission may rescind the authority of any employing agency to grant a short-term waiver upon a finding that the agency has violated any provision of Title 5 §80120 through 80123. The information required under Section 80122 for this type of waiver shall be forwarded to the County Office of Education pursuant to Education Code Section 44258.9. Teacher consent is required. See pages R-25 and 26 for the forms to report short-term waivers to the Commission.

Employing agencies may grant a short-term waiver as described under Section 80120(a) without prior approval by the Commission, provided that a short-term waiver may be issued one time only for any individual, and one time only for a given class.

Assignment Notes

It is not appropriate for an individual who holds an emergency permit to be assigned on the basis of a temporary assignment option available to employers provided in the Education Code. When an employing agency requests an emergency permit, it is for a particular assignment. **By assigning an emergency permit holder on the basis of one of the temporary assignment options, the school district violates the terms of the emergency permit.**

Individuals who hold Multiple or Single Subject Teaching Credentials may complete a Commission-approved Middle School Emphasis program. Their credential documents will include the statement "*Special Preparation for Teaching Middle Level Students: Grades 5-8*". This statement acknowledges that the individual completed a program that included instruction and experience in teaching middle school students. **It does not authorize additional service.** The special statement is to recognize completion of specific middle school course work and to allow employers to identify teachers who have a particular interest in working with this group of students.

D. NONTRADITIONAL SCHOOLS

There are a number of nontraditional schools which do not have the typical organization found in most elementary, middle, junior high, or high schools. Examples of these schools include continuation and alternative schools. The allowable assignment options in the nontraditional schools are described below.

Continuation Schools and Classes, Necessary Small High Schools, Home Teachers, and Others

EC §44865 provides staffing options for specified types of programs.

A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with the consent of the teacher:

- | | |
|--|--|
| (a) <i>Home teacher.</i> | (f) <i>Alternative schools.</i> |
| (b) <i>Classes organized primarily for adults.</i> | (g) <i>Opportunity schools.</i> |
| (c) <i>Hospital classes.</i> | (h) <i>Juvenile court schools.</i> |
| (d) <i>Necessary small high schools.</i> | (i) <i>County community schools.</i> |
| (e) <i>Continuation schools.</i> | (j) <i>District community day schools.</i> |

A teacher may serve on the authorization listed on their credential in any nontraditional school. In addition, holders of credentials based on a bachelor's degree and student teaching may be broadly assigned (assigned outside the subject area listed on the holder's teaching credential) under this Education Code section. See page H-1 on Substitute Teaching for a list of these credentials.

The holder of an emergency permit or waiver may serve in a non-traditional school if the permit authorizes the specific subject(s) of the assignment. They may not be broadly assigned outside the subject area(s) listed on the emergency permit or waiver because neither an emergency permit nor a waiver requires the holder to complete a teacher preparation program including student teaching.

Holders of Vocational Teaching Credentials who are assigned to teach in a continuation, alternative, or other nontraditional school or class may be assigned only on the specific authorization of their credential, not broadly assigned because the Vocational Credential does not require a degree, teacher preparation program, and student teaching requirement. For example, the holder of a Vocational Designated Subjects Teaching Credential in clothing may teach a clothing class in a nontraditional class setting but may not be broadly assigned to teach a home economics class or any other subject area.

School district and county offices of education must conform to all of the provisions of the Education Code for each nontraditional school or class. Although a class may be classified as an "alternative" class because it is not available or appropriate to all students, EC §44865 may only be used to assign teachers if the class has been approved by the California Department of Education as an "alternative" class as provided in the Education Code.

The code sections are referenced below. Refer to Coded Correspondence 90-9014 on pages Appendix-16 and 17 for the legal opinion on the definition of opportunity, alternative, and continuation schools and classes.

Continuation schools and classes can be found in EC §48430 and sections following.

D. NONTRADITIONAL SCHOOLS, CONTINUED

Opportunity schools and classes in EC §48630 and sections following.

Alternative schools and classes in EC §58500 and sections following.

Necessary Small High Schools can be found in EC §42280 and sections following.

Home Teachers can be found in EC §51800 and sections following.

Hospital Classes are located in EC §52531.

Juvenile Court Schools can be found in EC §48643 and sections following.

County and District Community Schools in EC §48660 and sections following.

School for the Arts and High Technology

The Education Code allows school districts and county offices of education to establish special schools for the arts and high technology. Noncredentialed individuals may be employed to teach in these schools in their area of expertise in such subjects as ballet, drama, photography, musical instruments, computer science, etc. These individuals help to plan curriculum as well as to provide instruction to students. See EC §58800 through 58805 for complete details on schools for the arts and high technology.

EC §58803 authorizes the school district and county office of education to employ noncredentialed teachers. These individuals are required to obtain a Certificate of Clearance issued by the Commission but are exempt from other licensing requirements. The school district or county is required to annually report those employed under this Education Code Section to the California Department of Education.

Notwithstanding any other provision of law, specialized secondary programs may select as teachers noncredentialed persons who possess unique talents or skills from business, performing arts, or postsecondary institutions. No noncredentialed person shall be retained as a teacher in a specialized secondary program unless, within 60 days after the governing board has hired such a person, the Commission on Teacher Credentialing has issued a certificate of clearance for him or her, which the commission shall issue when it has verified the person's personal identification and good moral character.

Each school district governing board that employs noncredentialed persons to teach in specialized secondary programs shall annually report to the Superintendent of Public Instruction the number of those persons employed, the subjects they are employed to teach, and the unique talents and skills they possess.

The California Department of Education interprets the term "schools" in EC §58801 to allow a school district or county office to create a special school within a larger school. The noncredentialed teacher is not authorized to teach in a class in the regular program of the school and this section is not for an individual class in a regular high school setting.

Assignment Notes

A regularly credentialed teacher employed in a continuation school may teach driver education (classroom section) but not driver training (behind the wheel).

Information on Independent Study Programs, a program under the jurisdiction of the California Department of Education, may be found in EC §51745(a) and sections following. See Section 51747.5 for the type of certification an individual should hold to serve in this type of assignment. Statute was changed to allow either the holder of an emergency permit or a credential pursuant to Education Code §44865 to serve in an independent study program.

E. SPECIALISTS, INCLUDING READING SPECIALISTS

Under the Ryan Law, the Commission issues specialist credentials * in the following areas:

- Agriculture
- Early Childhood Education
- Gifted
- Health Science
- Mathematics
- Reading and Language Arts (new name effective 9-1-91, previously Reading)
- Restricted Reading

* Specialist credential for special education credentials and credentials for teaching English learners are discussed in Sections F and G of this *Manual*.

Reading

Holders of credentials authorizing elementary level teaching may teach reading in self-contained and departmentalized classes at the elementary, junior high, middle, and high school level. These credentials are: Multiple Subject, Standard Elementary, or General Elementary Teaching Credentials. The Single Subject Teaching Credential in English might be a reasonable choice for a reading teacher at the secondary level if the individual's skills in this area best suit the needs of the students. In addition, holders of the Reading Certificate, the Restricted Reading Credential, and the Reading and Language Arts Specialist Teaching Credential are authorized to teach reading in self-contained and departmentalized classes.

It is important to note that holders of Multiple Subject, Single Subject in English, Standard Elementary, or General Elementary Teaching Credentials may have as little as one reading course. For this reason, the Restricted Reading Specialist Credential, the Reading Certificate, and the Reading and Language Arts Specialist Teaching Credential were created to develop deeper preparation in the teaching of reading and to provide essential help in reading to students in California's public schools.

The holder of a Reading Specialist Credential has completed more advanced training especially in diagnosis and remediation of reading problems. The Reading and Language Arts Specialist Teaching Credential holder plays a leadership role in the development of reading programs at the school site, the school district, or the county office of education. There is an emphasis in the program of course work required for the credential on working with students experiencing serious difficulties with reading and on offering decision-making and research skills and abilities that affect programmatic decisions.

The Miller-Unruh Basic Reading Act of 1965 established a reading specialist certificate. The Act "sunset" or ceased to be operative on June 30, 1987. Among the now inoperative provisions of the Act is the authority of the Commission to issue Miller-Unruh Reading Specialist Certificates and the authority of holders of that certificate to serve as reading specialists. These individuals may qualify for the Restricted Reading Specialist Credential. See Section II-B in the Credential Handbook. The California Department of Education, Education Finance Division distributes funds to school districts through the Miller-Unruh Reading Program. Employing agencies may contact Ging Tucker, Manager, (916) 324-4536, with questions regarding funding and credential requirements for the funding. You may also visit their web page at [<http://www.cde.ca.gov/cilbranch/eltdiv/millerunruh.html>].

E. SPECIALISTS, INCLUDING READING SPECIALISTS (CONTINUED)

Other Specialist Areas

The Agriculture, Early Childhood Education, Gifted, Health Science and Mathematics Specialist Teaching Credentials authorize the holder to teach the specific subject area listed on the document and to develop and coordinate curriculum, develop programs and deliver staff development for programs coordinated by school districts or county offices of education. They are better prepared to serve as a resource person and provide references for other teachers.

Although these specialist credentials authorize subjects or services that are already covered by credentials for departmentalized classes or self-contained classrooms, an employer can be sure that the holder of the specialist credential has met not only the standards established by the state through legislation and regulation as being adequate for service in that area, but that he or she is better prepared than the teacher with the elementary or secondary teaching credential to serve in these specific areas. The California-prepared specialist credential holder has completed a substantial amount of training in his or her specialized field.

Assignment Notes

Section §80020.4.1 was added to regulation to allow the holder of a teaching credential based on a bachelor's degree and teacher preparation including student teaching to serve as a school site, school district, or county program coordinator of staff development or curricular development. Reading programs have specific requirements for program coordinator. Holders of Administrative Services or Reading and Language Arts Specialist Teaching Credentials may coordinate *district* and *county* reading programs.

Prior to July 1, 2004, the implementation date of the regulation change, *school site* reading programs may be coordinated by individuals holding a teaching credential based on a bachelor's degree and teacher preparation including student teaching. Effective 7/1/04, *school site* reading programs may be coordinated by holders of Administrative Services, Reading and Language Arts Specialist Teaching and Restricted Reading Specialist Credentials, as well as holders of a Reading Certificate. Individuals who have completed three years of reading coordinator experience prior to July 1, 2004 while holding a teaching credential based on a bachelor's degree and teacher preparation including student teaching may continue in the assignment as *school site* reading program coordinator. The teacher does not have to obtain an Administrative Services, Reading and Language Arts Specialist Teaching, Restricted Reading Specialist Credential, or a Reading Certificate to perform the services of a *school site* reading program coordinator if the teacher has the appropriate experience. For additional information, see Coded Correspondence 00-0025.

There were no specialist credentials, other than special education, issued under the General or Standard laws.

There are no emergency specialist permits issued in the subject areas listed on page 1 of this section.

F. SPECIAL EDUCATION

In keeping with the requirement to place individuals with exceptional needs in the least restrictive environment, as mandated in the California Master Plan for Special Education and in Federal Statutes, students are placed in educational programs according to need as determined by their Individualized Education Programs (IEP). The result of this practice is that individuals with different handicapping conditions may be served in the same special class as defined in Title 34 of the Code of Federal Regulations. To request a copy of Title 34, you may call the California Department of Education (CDE), Special Education Division, at (916) 445-4613.

The California Department of Education has developed Title 5 Regulations for other special education positions than those described in this section. They include designated instruction and services, occupational therapy, physical therapy, assistive technology services, and behavior intervention. For questions concerning assignments in these areas, call the CDE's Special Education Division at (916) 445-4613.

Regulation changes in 1997 to Title 5 §80046.5 removed the wording of "handicapping condition of the majority of the students" as the main focus of the type of authorization the teacher held. The section now focuses on the teacher and the Individualized Education Program to recommend the most appropriate placement for the child with special needs. A teacher must hold a credential to serve each of the disability categories for students in the class as set forth in the IEP.

Credential holders who are authorized to serve children with disabilities must possess a credential that authorizes teaching the primary disability of the pupils within the special education class as determined by the program placement recommendation contained within the Individualized Education Program.

Holders of the Education Specialist Instruction Teaching Credentials in special education, which the Commission began issuing in October 1997, are authorized to provide special education services and related services within the primary disability authorized by their credentials in the settings shown below. *Holders of other special education credentials are authorized to provide services within the primary disability authorized by their credential in all of the settings listed below with the exception of resource rooms.*

regular classroom	state special schools	home/hospital settings
resource rooms	special day classrooms	correctional facilities
non-public, non sectarian schools and agencies		
alternative instructional settings other than classrooms		

The California Code of Regulations, Title 5 §80047 through §80047.9 was amended in 1997 to align California's designated disability categories with those established in Title 34. These regulations specify the current and previous credentials which authorize service in special education classrooms. Individuals holding special education credentials issued under prior regulations continue to be authorized to teach in the area(s) specified by their credentials. In addition to the credentials listed below, the Commission may issue college and university internship credentials, district internship certificates, and pre-intern certificates in special education to individuals serving in participating school districts. Refer to the lists below and the chart on pages F-13 through F-16 to identify the current disability categories in which credentials authorize instruction.

Specific Learning Disability or Mental Retardation (Mild/Moderate) **[Title 5 §80047]**

Holders of the listed credentials are authorized to teach children with mild or moderate disabilities in which the primary disability is "specific learning disability" as defined in subsection 300.7 (b)(10) of Title 34 Code of Federal Regulations, Subpart A or "mental

F. SPECIAL EDUCATION, CONTINUED

retardation" as defined in subsection 300.7(b)(5) of Title 34, Code of Federal Regulations, Subpart A.

General:

Special Secondary Credential--Mentally Retarded
Exceptional Children Credential--Mentally Retarded

Standard:

Teaching Credential with Minor--Mentally Retarded
Restricted Special Education Credential--Educable Mentally Retarded
Limited Specialized Preparation Credential--Mentally Retarded

Ryan:

Specialist Credential in Special Education--Learning Handicapped
Education Specialist Instruction Credential--Mild/Moderate Disabilities

Temporary Assignment Option For Service to Mild/Moderate Students Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available to the school district. The following is a summary of an option available for staffing mild to moderate special education assignments only. Note that it requires the consent of the teacher.

EC §44268.5, as set forth by Assembly Bill 1324 (Zettel), established an alternate route for assigning individuals to provide services to students with mild to moderate disabilities. The provisions of this statute, which became effective January 1, 2001, allows individuals with ten years of special day class teaching experience to be assigned to teach students with mild to moderate disabilities in a special day class setting if the teacher holds one of the credentials on the list below and meets certain specified criteria. The provisions of this bill expire on January 1, 2005. To qualify for this option, an individual must hold one of the credentials listed below prior to January 1, 2000:

- 1) Clinical or Rehabilitative Services Credential with Special Class Authorization
- 2) Standard Teaching Credential with a minor in Speech and Hearing Handicapped
- 3) Standard Restricted Teaching Credential in Speech and Hearing Therapy
- 4) Standard Limited Specialized Preparation in Speech and Hearing Handicapped
- 5) Special Secondary in Correction of Speech Defects
- 6) Exceptional Children in Speech Correction and Lip Reading.

The holder of one of these credentials must have completed ten years of special day class teaching experience in order to be assigned to serve students with mild to moderate disabilities. In addition, the teacher must:

- 1) concurrently with the teaching assignment, annually complete six semester or nine quarter units of professional development in the core subject areas and
- 2) pass the Reading Instruction Competence Assessment (RICA) within one year of the beginning of the school year in which the assignment under this option began.

Mental Retardation (Moderate/Severe)

[Title 5 §80047.1]

Holders of the listed credentials are authorized to teach children with moderate or severe disabilities in which the primary disability is "mental retardation" as defined in subsection 300.7(b)(5) of Title 34, Code of Federal Regulations, Subpart A.

General:

Special Secondary Credential--Mentally Retarded
Exceptional Children Credential--Mentally Retarded

F. SPECIAL EDUCATION, CONTINUED

Standard:

Teaching Credential with Minor--Mentally Retarded
Restricted Special Education Credential--Trainable Mentally Retarded
Limited Specialized Preparation Credential--Mentally Retarded

Ryan:

Specialist Credential in Special Education--Severely Handicapped
Education Specialist Instruction Credential--Moderate/Severe Disabilities

Serious Emotional Disturbance

[Title 5 §80047.2]

Holders of the listed credentials are authorized to teach children with disabilities in which the primary disability is "serious emotional disturbance" as defined in subsection 300.7(b)(9) of Title 34 Code of Federal Regulations, Subpart A:

Ryan:

Specialist Credential in Special Education--Severely Handicapped
Education Specialist Instruction Credential--Mild/Moderate Disabilities
Education Specialist Instruction Credential--Moderate/Severe Disabilities

Assignment Note:

Holders of the special education credentials listed below are also authorized to teach in this category if they have:

- 1) taught full-time for at least one year prior to September 1, 1991, in a special day class in which the primary disability was serious emotional disturbance and received a favorable evaluation or recommendation to teach for that service from the local employing agency, or
- 2) completed a Commission-approved program for serious emotional disturbance. The certificate of completion is issued by the college or university and must be kept on file in the office of the local employing agency.

General:

Special Secondary Credential--Mentally Retarded
Exceptional Children Credential--Mentally Retarded

Standard:

Teaching Credential with Minor--Mentally Retarded
Restricted Special Education Credential--Educable Mentally Retarded
Restricted Special Education Credential--Trainable Mentally Retarded
Limited Specialized Preparation Credential--Mentally Retarded

Ryan:

Specialist Credential in Special Education--Learning Handicapped

Multiple Disabilities

[Title 5 §80047.3]

Holders of the listed credentials are authorized to teach children with disabilities in which the primary disability is "multiple disabilities" as defined in subsection 300.7(b)(6) of Title 34 Code of Federal Regulations, Subpart A:

General:

Special Secondary Credential--Mentally Retarded
Exceptional Children Credential--Mentally Retarded
Exceptional Children Credential--Orthopedically Handicapped, including the Cerebral Palsied

Standard:

Teaching Credential with Minor--Mentally Retarded

F. SPECIAL EDUCATION, CONTINUED

Teaching Credential with Minor--Orthopedically Handicapped, including the Cerebral Palsied
Restricted Special Education Credential--Trainable Mentally Retarded
Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied
Limited Specialized Preparation Credential--Mentally Retarded
Limited Specialized Preparation Credential--Orthopedically Handicapped, including the Cerebral Palsied

Ryan:

Specialist Credential in Special Education--Severely Handicapped
Specialist Credential in Special Education--Physically Handicapped
Education Specialist Instruction Credential--Moderate/Severe Disabilities
Education Specialist Instruction Credential--Physical and Health Impairments

Autism

[Title 5 §80047.4]

Holders of the listed credentials are authorized to teach children with disabilities in which the primary disability is "autism" as defined in subsection 300.7(b)(1)(autistic) of Title 34 Code of Federal Regulations, Subpart A:

Ryan:

Specialist Credential in Special Education--Severely Handicapped
Clinical or Rehabilitative Services Credential in Language, Speech and Hearing with Special Class Authorization
Education Specialist Instruction Credential--Moderate/Severe Disabilities

Holders of the special education credential listed below are also authorized to teach in this category if they have taught full-time for at least one year prior to September 1, 1991, in a special day class in which the primary disability was autism and received a favorable evaluation or recommendation to teach for that service from the local employing agency.

Ryan:

Specialist Credential in Special Education--Communication Handicapped

Speech and Language Impairment

[Title 5 §80047.5]

Holders of the listed credentials are authorized to teach children with disabilities in which the primary disability is "speech and language impairment" as defined in subsection 300.7(b)(11) of Title 34 Code of Federal Regulations, Subpart A:

General:

Special Secondary Credential--Correction of Speech Defects
Exceptional Children Credential--Speech Correction and Lip Reading

Standard:

Teaching Credential with Minor--Speech and Hearing Handicapped
Restricted Special Education Credential--Speech and Hearing Therapy
Limited Specialized Preparation Credential--Speech and Hearing Handicapped

Ryan:

Specialist Credential in Special Education--Communication Handicapped (*teaching credential only; does not authorize service as a speech clinician*)
Clinical or Rehabilitative Services Credential in Language, Speech, and Hearing with Special Class Authorization (*also authorizes speech therapy; see page F-11*)

F. SPECIAL EDUCATION, CONTINUED

Assignment Note

Holders of credentials authorizing teaching the primary handicapping condition of speech and language impairment are authorized to teach in a special class in which the primary disability is defined as aphasia.

Deafness or Hearing Impairment

[Title 5 §80047.6]

Holders of the listed credentials are authorized to teach children with disabilities in which the primary disability is "deafness" or "hearing impairment", as defined in subsections 300.7(b)(3) and 300.7(b)(4) of Title 34 Code of Federal Regulations, Subpart A:

General:

- Special Secondary Credential--Deaf
- Special Secondary Credential--Lip Reading
- Exceptional Children Credential--Deaf or Hard-of-Hearing

Standard:

- Teaching Credential with Minor--Deaf and Severely Hard-of-Hearing
- Restricted Special Education Credential--Deaf and Severely Hard-of-Hearing
- Limited Specialized Preparation Credential--Deaf and Severely Hard-of-Hearing

Ryan:

- Specialist Credential in Special Education--Communication Handicapped
- Education Specialist Instruction Credential--Deaf and Hard-of-Hearing

Assignment Notes

The Commission may grant teaching credentials to individuals who are prelingually deaf to serve in state special schools or in special day classes for students who are deaf or hearing impaired. See Section II-B in the Credential Handbook for more information.

Holders of credentials authorizing deafness or hearing impairment may also teach sign language to non-special education students.

See page F-12 for information on providing audiology services.

Deaf-Blindness

[Title 5 §80047.7]

Holders of the listed credentials are authorized to teach children with disabilities in which the primary disability is "deaf-blindness" as defined in subsection 300.7(b)(2) of Title 34 Code of Federal Regulations, Subpart A:

Standard:

- Restricted Special Education--Deaf-Blind
- Restricted Special Education--Severely Hard-of-Hearing

Ryan:

- Specialist Credential in Special Education--Communication Handicapped
- Specialist Credential in Special Education--Severely Handicapped
- Specialist Credential in Special Education--Visually Handicapped
- Education Specialist Instruction Credential--Deaf and Hard-of-Hearing
- Education Specialist Instruction Credential--Visual Impairments
- Education Specialist Instruction Credential--Moderate/Severe Disabilities

Visual Impairment including Blindness
[Title 5 §80047.8]

Holders of the listed credentials are authorized to teach children with disabilities in which the primary disability is "visual impairment including blindness" as defined in subsection 300.7(b)(13) of Title 34 Code of Federal Regulations, Subpart A:

General:

Special Secondary Credential--Partially Sighted Child
Special Secondary Credential--Blind
Exceptional Children Credential--Visually Handicapped

Standard:

Teaching Credential with Minor--Visually Handicapped
Restricted Special Education Credential--Visually Handicapped
Limited Specialized Preparation Credential--Visually Handicapped

Ryan:

Specialist Credential in Special Education--Visually Handicapped
Specialist Credential in Special Education--Physically Handicapped (*issued prior to January 1, 1981, on the basis of completing a Commission-approved program in which the focus was the Visually Handicapped*)
Education Specialist Instruction Credential--Visual Impairments

Assignment Note:

Information about service for the blind and partially seeing can be found on page F-12 under Orientation and Mobility.

**Orthopedic Impairment, Other Health Impairment, or Traumatic
Brain Injury [Title 5 §80047.9]**

Holders of the listed credentials are authorized to teach children with disabilities in which the primary disability is "orthopedic impairment", as defined in subsection 300.7(b)(7) of Title 34 Code of Federal Regulations Subpart A, or "other health impairment" as defined in subsection 300.7(b)(8) of Title 34 Code of Federal Regulations, Subpart A, or "traumatic brain injury" as defined in subsection 300.7(b)(12) of Title 34 Code of Federal Regulations, Subpart A.

General:

Exceptional Children Credential--Orthopedically Handicapped, including the Cerebral Palsied

Standard:

Teaching Credential with Minor--Orthopedically Handicapped, including the Cerebral Palsied
Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied
Limited Specialized Preparation Credential--Orthopedically Handicapped, including the Cerebral Palsied

Ryan:

Specialist Credential in Special Education--Physically Handicapped
Education Specialist Instruction Credential--Physical and Health Impairments

Assignment Note

The Ryan Education Specialist Instruction Credential: Mild/Moderate Disabilities also authorizes instruction of students with the primary disability of "other health impairment" as defined in subsection 300.7(b)(12) of Title 34 Code of Federal Regulations, Subpart A. It does not authorize instruction of students with the primary disabilities of "orthopedic impairment" or "traumatic brain injury".

F. SPECIAL EDUCATION, CONTINUED

Temporary Assignment Option For Special Education Classes Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available to the school district. The following is a summary of an option available for staffing special education assignments. Note that it requires the consent of the teacher and the approval of the school board or the district/county superintendent of schools.

T5 §80024.3.2 allows for the issuance of an Emergency Education Specialist Instruction Permit in the area of Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard-of-Hearing, Physical and Health Impairments, Visual Impairments, and Early Childhood Special Education. The employing agency must have a Declaration of Need for Fully Qualified Educators on file with the Commission and written affirmation of the applicant's intent to complete the requirements for the credential.

In addition, the applicant must verify one of the following:

- 1) California teaching credential requiring a bachelor's degree and professional preparation program including student teaching; or
- 2) out-of-state special education credential requiring a bachelor's degree and completion of a program of professional preparation; or
- 3) minimum of three years of successful full-time classroom experience working with special education students in a public school or a state certified nonpublic, nonsectarian agency with students in the age range of the authorization being requested; or
- 4) nine semester units of course work in special education or a combination of special education and regular education that are appropriate to a special education or regular education teaching credential.

An Emergency Education Specialist Instruction Permit authorizes the same service as the Education Specialist Instruction Credential in the authorized field(s) listed on the permit.

Six semester hours of appropriate course work are required for each renewal. Effective January 1, 1998, an individual who held an emergency permit prior to 1-1-98 will be issued five additional reissuances and an individual who is initially issued an emergency permit after 1-1-98 will be issued the permit for a total of five years.

Assignment Note

Emergency Specialist Instruction Permits issued with an authorization in Learning, Severely, Physically, Communication, and Visually Handicapped remain valid for the term listed on the document and may be reissued provided that renewal requirements are met. However, these documents will not be reissued after June 30, 2001. Emergency Specialist Instruction Teaching Permits have not been initially issued since June 30, 1998.

Special Education for Children from Birth Through Pre-Kindergarten

Under federal and state law, some children are eligible for early intervention special education and related services from birth through pre-kindergarten. General and Standard special education teaching credentials do not authorize service with this age group nor do some of the current Education Specialist Instruction Credentials. Individuals who hold General or Standard Credentials will need to obtain the additional Early Childhood Special Education Certificate authorization. The following credentials authorize service with students from **birth through pre-kindergarten** in the disability category listed:

Early Childhood Special Education Credential and Certificate

Mild/Moderate Mental Retardation	Multiple Disabilities
Moderate/Severe Mental Retardation	Autism
Serious Emotional Disturbance	Other Health Impairment

F. SPECIAL EDUCATION, CONTINUED

Education Specialist Instruction Credential--Deaf and Hard-of Hearing

Deafness

Hearing Impairment

Deaf-Blindness

Education Specialist Instruction Credential--Visual Impairments

Blindness

Visual Impairment

Deaf-Blindness

Education Specialist Instruction Credential--Physical and Health Impairments

Orthopedic Impairment

Multiple Disabilities

Other Health Impairment

Traumatic Brain Injury

The following Ryan credentials authorize service with **preschool-aged** students within the disability areas authorized by their credentials:

Specialist Credential in Special Education--Learning Handicapped

Specialist Credential in Special Education--Severely Handicapped

Specialist Credential in Special Education--Communication Handicapped

Specialist Credential in Special Education--Visually Handicapped

Specialist Credential in Special Education--Physically Handicapped

Clinical or Rehabilitative Services Credential in Language, Speech and Hearing

Clinical or Rehabilitative Services Credential in Language, Speech and Hearing with
Special Class Authorization

Resource Specialist

The regulations which established the current Resource Specialist Certificate became effective July 3, 1981. The service is defined in T5 §80070.2(b) and includes providing instruction and services for students whose IEP has them assigned to a regular classroom for a majority of a school day.

- (1) *Provide instruction and services for pupils whose needs have been identified in an individualized education program developed by the individualized education program team and who are assigned to regular classroom teachers for a majority of a school day.*
- (2) *Provide information and assistance to individuals with exceptional needs and to their parents.*
- (3) *Provide consultation, resource information, and material regarding individuals with exceptional needs to their parents and to regular staff members.*
- (4) *Coordinate special education services with the regular school programs for each individual with exceptional needs enrolled in the resource specialist program.*
- (5) *Monitor pupil progress on a regular basis, participate in the review and revision of individualized education programs, as appropriate, and refer pupils who do not demonstrate appropriate progress to the individualized education program team.*
- (6) *Emphasize, at the secondary school level, academic achievement, career and vocational development, and preparation for adult life.*

Credentials and certificates issued under regulations effective 10-27-97 authorize service in a broader range of educational settings than special education credentials issued under prior regulations in California. This broader authorization allows the holder to serve in resource rooms across all disability areas. These documents include:

Education Specialist Instruction Credential--Mild/Moderate Disabilities

Education Specialist Instruction Credential--Moderate/Severe Disabilities

Education Specialist Instruction Credential--Deaf and Hard-of-Hearing

Education Specialist Instruction Credential--Physical and Health Impairments

Education Specialist Instruction Credential--Visual Impairments

F. SPECIAL EDUCATION, CONTINUED

Education Specialist Instruction Credential--Early Childhood Special Education *
Early Childhood Special Education Certificate *

* Authorizes service as a resource specialist working with children from birth through pre-kindergarten only.

Temporary Assignment Option For Resource Specialist Assignments Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available to the school district. The following is a summary of an option available for staffing resource classes. Note that it requires the consent of the teacher and the approval of the school board or the district/county superintendent of schools.

T5 §80024.3.1 allows for the issuance of an Emergency Resource Specialist Permit. The employing agency must have a Declaration of Need for Fully Qualified Educators on file with the Commission and the applicant must verify intent to complete the requirements for the appropriate credential and either a California teaching credential requiring a baccalaureate degree and a professional preparation program, including student teaching or an out-of-state credential in special education requiring a baccalaureate degree and special education program.

An Emergency Resource Specialist Permit authorizes the same service as the Resource Specialist Certificate of Competence.

Six semester hours of appropriate course work or the holder of a California special education credential may complete the Resource Specialist Certificate assessment is required for each renewal. Effective 1-1-98, an individual who held an emergency permit prior to 1-1-98 will be issued five additional reissuances and an individual who is initially issued an emergency permit after 1-1-98 will be issued the permit for a total of five years.

Assignment Note

There is a preliminary certificate available to any non-emergency credentialed teacher authorized to teach special education who has three years of teaching experience and a letter guaranteeing employment as a resource specialist.

Adapted Physical Education

According to T5 §80046 and 80046.1, every teacher who is being assigned to teach adapted physical education must hold the Adapted Physical Education Specialist Credential. Note that the Commission no longer issues the Adapted Physical Education Emphasis Credential listed in Title 5 §80046.1.

80046. *All individuals assigned to teach adapted physical education shall hold the Adapted Physical Education Specialist Credential.*

80046.1(c). *The Adapted Physical Education Specialist Credential and the Adapted Physical Education Emphasis Credential authorize the holder to provide instruction and services to individuals with exceptional needs who are precluded from participation in the activities of the general physical education program or a specially designed physical education program in a special class.*

Assignment Note

There are no emergency permits or preliminary credentials for Adapted Physical Education.

F. SPECIAL EDUCATION, CONTINUED

Special Centers For The Handicapped

Effective February 17, 1986, a teacher being assigned for the first time to teach severely handicapped students (defined in EC §56030.5 shown below) in a special center [defined in EC §56364(a) and (b) shown below] must hold one of the following credentials:

General:

- Special Secondary Credential--Mentally Retarded
- Exceptional Children Credential--Mentally Retarded

Standard:

- Teaching Credential with Minor--Mentally Retarded
- Restricted Special Education Credential--Educable Mentally Retarded
- Restricted Special Education Credential--Trainable Mentally Retarded
- Limited Specialized Preparation Credential--Mentally Retarded

Ryan:

- Specialist Credential in Special Education--Severely Handicapped
- Restricted Specialist Credential in Special Education--Severely Handicapped
- Education Specialist Instruction Credential--Moderate/Severe Disabilities

In addition, teachers employed in a special center prior to February 17, 1986, may continue that employment if they hold one of the credentials listed below or a credential listed under Special Centers for the Handicapped:

Ryan:

- Development Center Permit (life permits only)
- Special Center Permit

***56030.5** "Severely disabled" means individuals with exceptional needs who require intensive instruction and training in programs serving pupils with the following profound disabilities, autism, blindness, deafness, severe orthopedic impairments, serious emotional disturbances, severe mental retardation, and those individuals who would have been eligible for enrollment in a development center for handicapped pupils under Chapter 6 (commencing with Section 56800) of this part, as it read on January 1, 1980.*

***56364(a)** Special classes that serve pupils with similar and more intensive educational needs shall be available. The special classes may enroll the pupils only when the nature or severity of the disability of the individual with the exceptional needs is such that education in the regular classes with the use of supplementary aids and services, including curriculum modification and behavioral support, cannot be achieved satisfactorily. These requirements also apply to separate schooling, or other removal of, individuals with exceptional needs from the regular educational environment.*

***(b)** In providing or arranging for the provision of activities, each public agency shall ensure that each individual with exceptional needs participates in those activities with nondisabled pupils to the maximum extent appropriate to the needs of the individual with exceptional needs, including nonacademic and extracurricular services and activities. Special classes shall meet standards adopted by the board.*

Temporary Assignment Option For Special Centers Provided to Employing Districts and Counties:

T5 §80024.3.2 allows for the issuance of an Emergency Education Specialist Instruction Teaching Permit in Moderate/Severe Disabilities. See page F-7 for requirements.

Assignment Note

Many special centers have moved or are moving from their separate school sites to meet as a class on regular school sites. As long as the focus and curriculum remain essentially the same, holders of Development Center Permits and Special Center Permits may continue to

F. SPECIAL EDUCATION, CONTINUED

serve in the new location. However, development and special center permit holders may not teach in a special day class for the severely handicapped unless the individual also holds a credential authorizing the teaching of the severely handicapped as found under the disability of mental retardation (moderate/severe) or serious emotional disturbance.

Speech and Hearing Therapy

The following credentials authorize service as an itinerant speech clinician or speech and hearing therapist:

General:

Special Secondary--Correction of Speech Defects
Exceptional Children--Speech Correction and Lip Reading

Standard:

Teaching Credential with Minor--Speech and Hearing Handicapped
Restricted Special Education--Speech and Hearing Therapy
Limited Specialized Preparation--Speech and Hearing Handicapped

Ryan:

Clinical or Rehabilitative Services--Language, Speech and Hearing
(authorizes speech therapy only unless Special Class Authorization is also listed on the document)

Temporary Assignment Option For Speech and Hearing Therapy Services Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which an individual with the appropriate credential is not available to the school district. The following is a summary of an option available for providing speech and hearing services.

EC §44831 allows an individual who possesses a master's degree in communication disorders, passed CBEST, valid license from the Speech-Language Pathology and Audiology Board, and has the criminal record summary according to EC §44332.6 to provide speech and language services. Refer to Coded Correspondence 99-9930 for further information.

Governing boards of school districts shall employ persons in public school service requiring certification qualifications as provided in this code, except that the governing board or a county office of education may contract with or employ an individual who holds a license issued by the Speech-Language Pathology and Audiology Board and has earned a masters degree in communication disorders to provide speech and language services if that individual meets the requirements of Sections 44332.6 and 44830 before employment or execution of the contract.

Assignment Notes

The holder of a Communication Handicapped Specialist Teaching Credential or Education Specialist in Deaf and Hard-of-Hearing are **not** authorized to serve as a speech clinician.

Title 5 §80024.5 allowed for the issuance of an Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing or an Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing including Special Class Authorization. However, the Emergency Clinical or Rehabilitative Services Permit in Language, Speech, and Hearing and the Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing including Special Class Authorization have not been initially issued since July 1, 2000. The permit may be renewed if the holder completed the appropriate renewal requirements.

F. SPECIAL EDUCATION, CONTINUED

Orientation and Mobility

This service for the blind and partially seeing may be provided by people holding the following credentials:

Standard:

Restricted--Visually Handicapped in Mobility

Ryan:

Clinical or Rehabilitative Services--Orientation and Mobility

Assignment Note

There are no emergency permits or preliminary credentials for Orientation and Mobility.

Audiology

The audiologist screens and assesses student's hearing acuity and auditory processing skills, interprets the assessments, provides audiological instruction and services including instruction in verbal and non-verbal communication skills, and consults with students, parents, teachers, and other interested people regarding hearing impairments and auditory processing skills.

Ryan:

Clinical or Rehabilitative Services--Audiology

Assignment Note

There are no emergency permits or preliminary credentials for Audiology.

CREDENTIAL AUTHORIZATION

Specific Learning Disability Mild/Moderate	Mental Retardation Moderate/Severe	Serious Emotional Disturbance	Multiple Disabilities	Autism	Speech & Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
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Education Specialist Instruction Credentials (initially issued effective 9/27/97)

Mild/Moderate * (K-12, Adults)	X		X							X ¹	
Moderate/Severe * (K-12, Adults)		X	X	X	X		X				
Deaf & Hard-of-Hearing * (Birth to Age 22)						X	X				
Physical & Health Impairment * (Birth to Age 22)				X					X	X	X
Visual Impairment * (Birth to Age 22)							X	X			
Early Childhood Special Education * (Birth - Pre-K only) ²	X	X	X	X	X						
Early Childhood Special Educ Certificate *(Birth- Pre -K only) ³	X	X	X	X	X						

Ryan Specialist Instruction Teaching Credentials (initially issued 1976 to 9/27/97; renewals available)

Communication Handicapped					X ⁴	X	X	X				
Learning Handicapped	X		X ⁵									
Severely Handicapped		X	X	X	X			X				
Physically Handicapped				X					X ⁶	X	X	X
Visually Handicapped							X	X				
Clinical or Rehabilitative Services in Language, Speech & Hearing With Special Class Authorization					X	X						

CREDENTIAL AUTHORIZATION

Specific Learning Disability Mental Retardation Mild/Moderate	Mental Retardation Moderate/Severe	Serious Emotional Disturbance	Multiple Disabilities	Autism	Speech & Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
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Standard Teaching Credentials (initially issued 1961 to 1976; renewals available)

Minor-Mentally Retarded	X	X	X ⁵	X							
Minor-Speech & Hearing Handicapped					X						
Minor-Deaf & Severely Hard-of-Hearing						X					
Minor-Visually Handicapped								X			
Minor-Orthopedically Handicapped Including the Cerebral Palsied				X					X	X	X

Standard Limited Specialized Preparation Teaching Credentials (initially issued 1961 to 1976; renewals available)

Mentally Retarded	X	X	X ⁵	X							
Speech & Hearing Handicapped					X						
Deaf & Severely Hard-of Hearing						X					
Visually Handicapped								X			
Orthopedically Handicapped Including Cerebral Palsied				X					X	X	X

CREDENTIAL AUTHORIZATION	Specific Learning Disability Mental Retardation Mild/Moderate	Mental Retardation Moderate/Severe	Serious Emotional Disturbance	Multiple Disabilities	Autism	Speech & Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
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Standard Restricted Teaching Credentials (initially issued 1961 to 1976; renewals available)

Educable Mentally Retarded	X		X ⁵									
Trainable Mentally Retarded		X	X ⁵	X								
Speech & Hearing Therapy						X						
Orthopedically Handicapped Including the Cerebral Palsied				X						X	X	X
Deaf & Severely Hard-of-Hearing							X					
Deaf-Blind								X				
Severely Hard-of-Hearing								X				
Visually Handicapped									X			

Exceptional Children Teaching Credentials (initially issued prior to 1961; renewals available)

Mentally Retarded	X	X	X ⁵	X								
Speech Correction & Lip Reading						X						
Orthopedically Handicapped Including the Cerebral Palsied				X						X	X	X
Deaf or Hard-of-Hearing							X					
Visually Handicapped									X			

CREDENTIAL AUTHORIZATION	Specific Learning Disability Mental Retardation Mild/Moderate	Mental Retardation Moderate/Severe	Serious Emotional Disturbance	Multiple Disabilities	Autism	Speech & Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
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Special Secondary Teaching Credentials initially issued prior to 1961; renewals available)

Mentally Retarded	X	X	X ⁵	X								
Correction of Speech Defects						X						
Deaf							X					
Lip Reading							X					
Partially Sighted Child									X			
Blind									X			

- * Credential or certificate also authorizes service as a resource specialist across all disability areas at the grade level of the document.
- 1 This is only for the disability of Attention Deficit Disorder (ADD); it is not for the physically or orthopedically impaired.
- 2 The Early Childhood Special Education Credential authorizes services for ages birth to pre-K only.
- 3 An individual must hold a valid prerequisite special education credential; the certificate authorizes services for age birth to pre-K only.
- 4 Must have taught full-time for at least one year prior to September 1, 1991, in a special class in which the primary disability was other health impaired (autistic), and have received a favorable evaluation for that service from the employing school district.
- 5 Must have taught full-time for at least one year prior to September 1, 1991, in a special class in which the primary disability was seriously emotionally disturbed and have received a favorable evaluation for that service from the employing school district OR completed a Commission-approved program for the seriously emotionally disturbed. The certificate of completion is issued by the college or university and must be kept on file at the employing agency.
- 6 Issued prior to January 1, 1981, on the basis of completing a Commission-approved program in which the focus was the Visually Handicapped.

G. INSTRUCTION FOR ENGLISH LEARNERS

English learners (ELs) must be taught by appropriately certificated teachers or by teachers in an approved training program to receive certification. The appropriate certificates, credentials, and permits are listed below. The California Department of Education (CDE) monitors several of the approved training programs. For information about CDE compliance monitoring, contact the English Learner Monitoring Unit at (916) 657-2973 or the Comité Follow-up Monitoring Unit at (916) 657-4674.

Subject-Matter Instruction Delivered in the Primary Language

Service is restricted to instruction in the subject area and grade level of the prerequisite credential (if applicable). However, the Specialist Instruction Credential in Bilingual Crosscultural Education Instruction has no restriction to subject area or grade level. The instruction is in the target language and/or English to English learners whose primary language is the target language. The primary or "target" language is printed on the credential document.

Ryan:

Bilingual Certificate of Competence

Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate

Multiple Subject Teaching Credential with Bilingual Crosscultural or BCLAD Emphasis

Single Subject Teaching Credential with Bilingual Crosscultural or BCLAD Emphasis

Sojourn Certificated Employee Teaching Credential

Specialist Instruction Credential in Bilingual Crosscultural Education

See the chart on pages G-7 - 9 for the specific authorization of each credential/certificate.

Temporary Assignment Options for Subject-Matter Instruction Delivered in the Primary Language Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available to the school district. The following is a summary of some options available for staffing Subject-Matter Instruction Delivered in the Primary Language classes.

T5 §80024.2 offers the Emergency Multiple or Single Subject Permit with a BCLAD Emphasis at the request of an employing school district to individuals who have a bachelor's degree, verified subject-matter competence, competence in the target language, a passing CBEST score, and written affirmation of the applicant's intent to complete the requirements for the credential. The employing agency must have a Declaration of Need for Fully Qualified Educators on file with the Commission.

An Emergency Multiple Subject Teaching Permit with a BCLAD Emphasis authorizes the same service as a Multiple Subject Teaching Credential with a BCLAD Emphasis in the target language(s) listed on the permit.

An Emergency Single Subject Teaching Permit with a BCLAD Emphasis authorizes the same service as a Single Subject Teaching Credential with a BCLAD Emphasis in the target language(s) and authorized fields(s) listed on the permit.

Six semester hours of appropriate course work are required for each renewal. Effective January 1, 1998, an individual who held an emergency permit prior to 1-1-98 will be issued five additional reissuances and an individual who is initially issued an emergency permit after 1-1-98 will be issued the permit for a total of five years.

G. INSTRUCTION FOR ENGLISH LEARNERS, CONTINUED

T5 §80024.7 allows for the issuance of an Emergency BCLAD Permit at the request of an employing school district to individuals who hold an appropriate prerequisite credential and verify competence in the target language. The employing agency must have a Declaration of Need for Fully Qualified Educators on file with the Commission.

An emergency Bilingual Crosscultural, Language, and Academic Development (BCLAD) Permit authorizes the same service as the Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate.

Six semester hours of appropriate course work or passage of an appropriate section of the examination for the CLAD or BCLAD Certificate is required for each renewal. Effective 1-1-98, an individual who held an emergency permit prior to 1-1-98 will be issued five additional reissuances and an individual who is initially issued an emergency permit after 1-1-98 will be issued the permit for a total of five years.

Assignment Notes

The Commission may issue District Intern Certificates with a BCLAD Emphasis. The employing school district must develop and implement a professional development plan in consultation with an accredited institution of higher education that offers Commission-approved teacher preparation programs. For more information, see Section VII-B in the Credential Handbook.

Individuals may be actively participating in a training program leading to appropriate certification to teach English learners. For teachers in training, the employing agency should keep on file its Plan to Remedy the Shortage of Qualified Teachers assigned to English Learners. The implementation of the plan will be monitored by CDE through processes such as the Coordinated Compliance Review (CCR), Comité Reviews, and complaint investigation. For information about CDE programs, contact one of the units listed at the top of page 1 of this section.

Specially Designed Academic Instruction in English

The specially designed instruction in subject matter, such as math or social science, is presented in English to English learners in classes which are restricted to instruction in the subject area and grade level of the prerequisite credential (if applicable). However, the Specialist Instruction Credential in Bilingual Crosscultural Education Instruction has no restriction to subject area or grade level. The instruction techniques, assessment materials, and approaches are designed for academic achievement in the subject area using specially designed methodologies that would also result in improving the students' English language skills. This would include sheltered English strategies.

Ryan:

- Bilingual Certificate of Competence
- Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate
- Crosscultural, Language, and Academic Development (CLAD) Certificate
- Language Development Specialist Certificate
- Multiple Subject Teaching Credential with CLAD Emphasis
- Multiple Subject Teaching Credential with Bilingual Crosscultural or BCLAD Emphasis
- Single Subject Teaching Credential with CLAD Emphasis
- Single Subject Teaching Credential with Bilingual Crosscultural or BCLAD Emphasis
- Specialist Instruction Credential in Bilingual Crosscultural Education

See the chart on pages G-7 - 9 for the specific authorization of each credential/certificate.

G. INSTRUCTION FOR ENGLISH LEARNERS, CONTINUED

Temporary Assignment Options For Specially Designed Academic Instruction in English Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available to the school district. The following is a summary of some options available for staffing Specially Designed Academic Instruction in English classes. Note that most require the consent of the teacher and the approval of the school board or the district/county superintendent of schools.

T5 §80024.2.1 provides for an Emergency Multiple or Single Subject Permit with a CLAD Emphasis at the request of an employing school district to individuals who have a bachelor's degree, verified subject-matter competence, a passing CBEST score, and written affirmation of the applicant's intent to complete the requirements for the credential. The employing agency must have a Declaration of Need for Fully Qualified Educators on file with the Commission.

An emergency Multiple Subject Teaching Permit with a CLAD Emphasis authorizes the same service as a Multiple Subject Teaching Credential with a CLAD Emphasis.

An emergency Single Subject Teaching Permit with a CLAD Emphasis authorizes the same service as a Single Subject Teaching Credential with a CLAD Emphasis in the authorized field(s) listed on the permit.

Six semester hours of appropriate course work are required for each renewal. Effective January 1, 1998, an individual who held an emergency permit prior to 1-1-98 will be issued five additional reissuances and an individual who is initially issued an emergency permit after 1-1-98 will be issued the permit for a total of five years.

T5 §80024.8 allows for the issuance of an Emergency CLAD Permit at the request of an employing school district to individuals who hold an appropriate prerequisite credential. The employing agency must have a Declaration of Need for Fully Qualified Educators on file with the Commission.

An emergency Crosscultural, Language, and Academic Development (CLAD) Permit authorizes the same service as the Crosscultural, Language, and Academic Development (CLAD) Certificate.

Six semester hours of appropriate course work or passage of an appropriate section of the examination for the CLAD Certificate is required for each renewal. Effective 1-1-98, an individual who held an emergency permit prior to 1-1-98 will be issued five additional reissuances and an individual who is initially issued an emergency permit after 1-1-98 will be issued the permit for a total of five years.

T5 §80024.2 offers the Emergency Multiple or Single Subject Teaching Permit with a BCLAD Emphasis and **T5 §80024.7** the Emergency BCLAD Permit. See the Temporary Assignment Options in the Subject-Matter Instruction Delivered in the Primary Language Section.

Assignment Notes

The Commission may issue District Intern Certificates that with a CLAD or BCLAD Emphasis. See the Assignment Note in the Subject-Matter Instruction Delivered in the Primary Language Section.

Individuals may be actively participating in a training program leading to appropriate certification to teach English learners. See the Assignment Note in the Subject-Matter Instruction Delivered in the Primary Language Section. Also see pages G-5/6 and G-9 for

G. INSTRUCTION FOR ENGLISH LEARNERS, CONTINUED

information on the staff development programs in Specially Designed Academic Instruction in English under Education Code Section 44253.10 (known as SB 1969 or SB 395).

English Language Development (English As A Second Language)

English Language Development (ELD) or English as a Second Language (ESL) is a subject area. It is instruction in the English language in ways designed to assist non-native English speakers to acquire proficiency in English, including but not limited to the structure, syntax, morphology, phonology, intonation, grammar, lexicology, and semantics of English, plus the nature of language change, language acquisitions, language learning, and language production. Service is restricted to the grade level of the document.

General:

When using these credentials, the Commission recommends using only those individuals who possess skills or training in teaching ESL/ELD. Before appointing anyone holding only the General Credential, you are advised to check with the California Department of Education at one of the numbers on page 1 of this section.

Kindergarten-Primary (K-3)

Elementary (K-8)

Junior High (7-9)

Secondary (7-12)

Ryan:

Bilingual Certificate of Competence

Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate

Crosscultural, Language, and Academic Development (CLAD) Certificate

Language Development Specialist Certificate

Multiple Subject Teaching Credential with Bilingual Crosscultural or BCLAD Emphasis

Multiple Subject Teaching Credential with CLAD Emphasis

Single Subject Teaching Credential with CLAD Emphasis

Single Subject Teaching Credential with Bilingual Crosscultural or BCLAD Emphasis

Specialist Instruction Credential in Bilingual Crosscultural Education

Supplementary Authorization in English as a Second Language

See the chart on pages G-7 - 9 for the specific authorization of each credential/certificate.

Temporary Assignment Option for English Language Development Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available to the school district. The following is a summary of an option available for teaching English Language Development.

T5 §80024.2 offers the Emergency BCLAD Permit, **T5 §80024.7** the Emergency Multiple or Single Subject Permit with a BCLAD Emphasis, and **T5 §80024.8** the Emergency Multiple or Single Subject with a CLAD Emphasis Permit. See the Temporary Assignment Options in the Subject-Matter Instruction Delivered in the Primary Language Section and the Subject-Matter Instruction Delivered in the Primary Language Section.

G. INSTRUCTION FOR ENGLISH LEARNERS, CONTINUED

Assignment Notes

The Commission may issue District Intern Certificates with a CLAD or BCLAD Emphasis. See the Assignment Note in the Subject-Matter Instruction Delivered in the Primary Language Option.

Individuals may be actively participating in a training program leading to appropriate certification to teach English learners. See the Temporary Assignment Options in the Subject-Matter Instruction Delivered in the Primary Language Section. Also see pages G-5/6 and G-9 for information on the staff development programs in English Language Development under Education Code Section 44253.10 (known as SB 1969 or SB 395).

SB 1969

SB 1969 (Hughes), created during the 1994 legislative session, established an alternative way for permanent teachers to be assigned to teach English learners in the public schools. The Commission, in cooperation with the California Department of Education and an advisory task force, adopted guidelines and the Commission approved the regulations for the staff development programs that may be offered by school districts, county offices of education, and professional associations. Title 5 Regulations, Sections 80680 through 80690.1, were approved and became effective on December 27, 1995.

Staff development programs are offered in Specially Designed Academic Instruction in English (SDAIE), English Language Development (ELD), and a combined SDAIE and ELD program. This local preparation is provided at the option of participating agencies consistent with standards developed in the Title 5 Regulations and authorizes instruction to limited-English proficient students in settings authorized by the individual's basic teaching credential. School districts and county offices of education award certificates to the individuals who complete their staff development program. See Coded Correspondence 97-9712 for information on filing the district or county Certificate of Completion with the Commission (for a fee of \$12). Authorizations for staff development programs submitted under either SB 1969 or SB 395 can be found on the next page.

AB 1041 (Alpert), which became effective 1-1-97, made changes to the some sections of SB 1969 including advancing the window of time available to qualify under this alternative method to January 1, 2000. For more information, see the chart on page G-9. SB 395, discussed below, made additional changes to the provisions of SB 1969.

SB 395

Effective January 1, 2000, changes were made to Education Code Section 44253.10 affecting the preparation of teachers through staff development programs for English Language Development (ELD) instruction and Specially Designed Academic Instruction in English (SDAIE) by the passage of SB 395 (Hughes). The major changes affect the timeline dates for qualifying (previously under the provisions of SB 1969) and the Commission's authority to approve staff development programs and issue certificates for a fee. The provisions of SB 1969 are extended from January 1, 2000 to January 1, 2005.

Teachers who attained permanent employee status by January 1, 1999 (previously January 1, 1995) or teachers who were previously a permanent employee and then were employed in any California public school district within 39 months of the previous permanent status, or teachers who have been employed in a school district with an average daily attendance of not more than 250 for at least two years qualify for the SDAIE training. Teachers who meet the permanent status requirement have until January 1, 2005 to complete the staff development or course work training for either SB 1969 or SB 395. The advanced 45 hours of ELD or

G. INSTRUCTION FOR ENGLISH LEARNERS, CONTINUED

ELD/SDAIE staff development for the individual who has previously completed 45 hours of SDAIE or SDAIE/ELD training may be taken until January 1, 2008.

SB 395 certificates have been issued since October 2000 for a fee of \$45. Two Coded Correspondences, 00-0028 and 01-0007, which were distributed to districts and counties and is posted on the Commission's web site, describe the process for submitting application for Commission-issued SB 395 documents.

Staff development programs currently operating under the provisions of SB 1969 may continue and school districts do not need to have these programs approved by the Commission. Certificates of Completion for local staff development programs may continue to be issued by school districts and county offices of education for individuals enrolled by January 1, 2002 and who apply to the school district or county office of education by January 1, 2003. School districts and county offices of education do not need to terminate their existing programs while they await or seek Commission approval under the new provisions of SB 395. Teachers trained under a Commission-approved program will apply to the Commission for a state Certificate of Completion. Procedures for developing a SB 395 staff development program are available on CCTC's web site at [www.ctc.ca.gov] under Reports on Line.

Authorization for SB 1969 and SB 395

The teacher who has completed the approved 45 hours of staff development in SDAIE is authorized to provide instruction using SDAIE methodology in any class authorized by the teacher's basic credential. The teacher who has completed the same 45 hours of approved staff development is authorized to teach ELD as part of the instruction they are providing in their departmentalized class. The class must be authorized by the teacher's basic teaching credential.

An elementary teacher with nine years of experience, including experience or training working with limited-English-proficient students, may teach ELD in his or her classroom or an elementary teacher who has fewer than nine years of experience or no experience or training with English learners may teach ELD in a self-contained classroom. These teachers must take an additional 45 hours of staff development that covers ELD and may include some additional information in SDAIE.

AB 1059

As a result of AB 1059 (Ducheny), which became effective January 1, 2000, all teacher preparation programs are required, by July 1, 2002, to satisfy standards established by the Commission for the preparation of teachers for all pupils, including English learners. This law also calls for the development of an examination to provide candidates, including out-of-state candidates, with a route to fulfilling the requirements for teaching English learners.

Beginning July 1, 2003, the Commission cannot issue a preliminary teaching credential to an applicant unless the applicant satisfies the standards and requirements established by the bill or has an authorization to provide services to English language learners issued pursuant to Education Code Section 44253, 44253.1, 44253.2, 44253.3, 44253.4, or 44253.10 (CLAD or BCLAD Certificate or Emphasis Credential or the equivalent). Unlike CLAD, the authorization to provide services to English learners under AB 1059 is restricted to teaching authorized within the basic credential and does not include the teaching of English learners in specialized settings. Effective July 1, 2005, the Commission cannot issue a professional clear teaching credential to an individual who has not completed a beginning teacher induction that included assisting English learners or has an authorization to provide services to English language learners as noted above. See Coded Correspondence 01-0010 for additional information.

G. INSTRUCTION FOR ENGLISH LEARNERS, CONTINUED

<i>CCTC Authorizations</i>			
Certificate, Credential or Permit	English Language Dev (ELD)	Specially Designed Academic Instruction Delivered in English (SDAIE)	Subject-Matter Instruction Delivered in the Primary Language
Specialist Instruction Credential in Bilingual Crosscultural Education	Preschool, K-12 and Adults	Instruction in any subject in preschool, K-12, & adult classes	Instruction in any subject in preschool, K-12, & adult classes
Multiple Subject Teaching Credential with Bilingual Crosscultural or BCLAD Emphasis	Preschool, K-12 and Adults	Instruction in a self-contained classroom in preschool, K-12, & adult classes	Instruction in a self-contained classroom in preschool, K-12, & adult classes
Single Subject Teaching Credential with Bilingual Crosscultural or BCLAD Emphasis	Preschool, K-12 and Adults	Instruction in the subject(s) authorized by the credential in preschool, K-12, & adult classes	Instruction in the subject(s) authorized by the credential in preschool, K-12, & adult classes
Multiple Subject Teaching Credential with CLAD Emphasis	Preschool, K-12 and Adults	Instruction in a self-contained classroom in preschool, K-12, & adult classes	<i>Not Authorized</i>
Single Subject Teaching Credential with CLAD Emphasis	Preschool, K-12 and Adults	Instruction in the subject(s) authorized by the credential in preschool, K-12, & adult classes	<i>Not Authorized</i>
Bilingual Certificate of Competence or BCLAD Certificate	Preschool, K-12 and Adults	Instruction at the level and in the subject(s) of the prerequisite teaching credential	Instruction at the level and in the subject(s) of the prerequisite teaching credential
Language Development Specialist Certificate or CLAD Certificate	Preschool, K-12 and Adults	Instruction at the level and in the subject(s) of the prerequisite teaching credential	<i>Not Authorized</i>
Emergency Multiple and Single Subject with BCLAD Emphasis Permit	Preschool, K-12 and Adults	Instruction in the subject matter or subject(s) authorized by the credential in preschool, K-12, & adult classes	Instruction in the subject matter authorized by the credential in preschool, K-12, & adult classes
Emergency Multiple and Single Subject Teaching with CLAD Emphasis Permit	Preschool, K-12 and Adults	Instruction in the subject matter or subject(s) authorized by the credential in preschool, K-12, & adult classes	<i>Not Authorized</i>
Emergency CLAD Permit	Preschool, K-12 and Adults ¹	Instruction at the level and in the subject(s) of the prerequisite teaching credential	<i>Not Authorized</i>

G. INSTRUCTION FOR ENGLISH LEARNERS, CONTINUED

Certificate, Credential, or Permit	English Language Dev (ELD)	Specially Designed Academic Instruction Delivered in English (SDAIE)	Subject-Matter Instruction Delivered in the Primary Language
Emergency BCLAD Permit	Preschool, K-12 and Adults ¹	Instruction at the level & in the subjects of the prerequisite teaching credential	Instruction at the level & in the subject(s) of the prerequisite teaching credential or permit
University or District BCLAD Emphasis Internship Credential	Preschool, K-12 and Adults	Instruction in the subject matter or subject(s) authorized by the credential in preschool, K-12, & adult classes	Instruction in the subject matter or subject(s) authorized by the credential in preschool, K-12, & adult classes
University CLAD Emphasis Internship Credential	Preschool, K-12 and Adults	Instruction in the subject matter or subject(s) authorized by the credential in preschool, K-12, & adult classes	<i>Not Authorized</i>
Sojourn Certificated Employee Teaching Credential	<i>Not Authorized</i>	<i>Not Authorized</i>	Instruction in the subject(s) & in the grades indicated on the credential
Supplementary Authorization in ESL	Yes ²	<i>Not Authorized</i>	<i>Not Authorized</i>
General Teaching Credentials ³	Grades authorized by document	<i>Not Authorized</i>	<i>Not Authorized</i>
SB 1969 Certificate	<i>See chart on following page</i>	<i>See chart on following page</i>	<i>Not Authorized</i>
SB 395 Certificate	<i>See chart on following page</i>	<i>See chart on following page</i>	<i>Not Authorized</i>

NOTE: Individuals assigned to teach English learners (ELs) may be actively participating in a training program leading to appropriate certification. For teachers in training, the employing agency should keep on file its Plan to Remedy the Shortage of Qualified Teachers assigned to English Learners. The implementation of the plan will be monitored by CDE through processes such as the Coordinated Compliance Review (CCR), Comité Reviews, and complaint investigation. For information about CDE compliance monitoring, contact the English Learner Monitoring Unit at (916) 657-2973.

- 1** Authorized in preschool, K-12, and adult classes, unless the prerequisite held is a children's center instructional permit, children's center supervision permit, or a designated subjects adult education teaching credential. In these cases, authorization to teach will be limited to the programs and grades authorized by the prerequisite.
- 2** If added to Single Subject, Standard Secondary, or Special Secondary: ESL = all grades; Introductory ESL = all grades if taught at curriculum level of grade 9 and below. If added to Multiple Subject or Standard Elementary: grades 9 and below. Supplementary authorizations in ESL have not been initially issued since July 1, 1996.
- 3** Although this person may legally be assigned to teach ESL/ELD, we do not recommend this assignment unless they possess skills or training in ESL/ELD teaching. Check with CDE before making this assignment.

G. INSTRUCTION FOR ENGLISH LEARNERS, CONTINUED

Certificate Based on SB 1969 or SB 395 ¹ (Does not authorize an individual to deliver Subject-Matter Instruction in the Primary Language)	English Language Dev (ELD)	Specially Designed Academic Instruction in English (SDAIE)
<ul style="list-style-type: none"> • K-12 teacher with permanent status as of 1/1/99 ² • Basic teaching credential • 45 hours of staff development or three semester/four quarter units of course work of the initial SDAIE or SDAIE/ELD training ³ 	Yes ⁴	Yes
<ul style="list-style-type: none"> • K-12 teacher with permanent status as of 1/1/99 ² • Basic teaching credential • 45 hours of staff development or three semester/four quarter units of course work of the initial SDAIE or SDAIE/ELD training ³ and 45 hours of staff development or three semester/four quarter units of course work of the subsequent ELD or ELD/SDAIE training completed within three years of the initial training 	Yes ⁵	Yes
<ul style="list-style-type: none"> • K-12 teacher with permanent status as of 1/1/99 ² • Basic teaching credential • Nine years of full-time California teaching experience completed prior to the start of the staff development or course work • 45 hours of staff development or three semester/four quarter units of course work of the initial SDAIE or SDAIE/ELD training ³ • Either passage of either section of the LDS exam or passage of the culture or methodology of the BCC exam or passage of any one of Tests 1-5 of the CLAD/BCLAD exams or 30 hours of prior training in SDAIE and/or ELD or two years of full time experience teaching English learners using SDAIE and/or ELD methods 	Yes ⁵	Yes

- 1** Certificate awarded under SB 1969 are issued by a California school district or county office of education. Certificated awarded under SB 395 will be issued by CCTC. Regardless of the governing statute or issuance date, the authorizations available to both certificates are the same. Staff development offered under SB 395 must have prior CCTC approval.
- 2** The individual may be a permanent employee of a California school district, a county office of education, or a school administered under the authority of the Superintendent of Public Instruction **or** was previously a permanent employee and then was employed in any California public school district within 39 months of the previous permanent status **or** has been employed in a school district with an average daily attendance of not more than 250 for at least two years.
- 3** Must be completed by January 1, 2005. Proposed regulations would allow the advanced staff development to be taken until 2008.
- 4** Instruction is limited to instruction in a departmentalized classroom in the subject and grade authorized by the individuals basic credential.
- 5** Instruction in a self-contained classrooms in which the teacher is responsible for instructing the same students and a departmentalized classroom in the subject and grade authorized by the individual's basic credential.

H. SUBSTITUTE TEACHING

Title 5 Section 80025.3(a), added to regulation in January 2000, states that individuals who hold a valid document which required the completion of a bachelor's degree and California Basic Educational Skills Test (CBEST) (i.e. requirements for Emergency 30-Day Substitute Teaching Permit) are authorized to serve as day-to-day substitutes. Individuals who hold a valid credential which was issued prior to February 1, 1983 (advent of CBEST requirement) are also authorized to serve as day-to-day substitutes, as long as the credential required completion of a bachelor's degree and professional preparation program.

Individuals are allowed to substitute for no more than 30 days for any one teacher during the school year with one exception. Fully credentialed teachers (based on a bachelor's degree, teacher preparation program, and student teaching) may substitute for more than 30 days for any one teacher so long as he/she is serving in the subject area(s) authorized by their credential. However, they may not substitute outside the authorized area for more than 30 days for any one teacher. Substitute teaching permits may not be used for "service" assignments such as counseling, library, and school nurse. The following credentials authorize substitute teaching in any classroom in pre-school, kindergarten-12, or in classes organized primarily for adults.

General

- Kindergarten-Primary *
- Elementary *
- Junior High *
- Secondary *
- Child Welfare and Supervision of Attendance
- Health and Development
- Librarianship
- Pupil Personnel Services:
 - Basic
 - Basic plus Psychology
 - Basic plus Psychometry
- School Psychologist
- School Psychometrist

Special

- Special Secondary:
 - Art *
 - Vocational Agriculture *
 - Business Education *
 - Homemaking Education *
 - Industrial Arts Education *
 - Lip Reading *
 - Music *
 - Limited in Agriculture *
 - Limited in Music *
 - Partially Sighted Child *
 - Physical Education *
 - Speech Arts *
 - Correction of Speech Defects
 - Vocational Class B *
 - Mentally Retarded *
- Exceptional Child:
 - Deaf or Hard of Hearing *

* Teaching credential based on bachelor's degree and preparation program including student teaching.

Standard

- Early Childhood Education *
- Elementary *
- Secondary *
- Junior College (with authorization for grades 11-14 only) *
- Restricted Special Education:
 - Deaf-Blind *
 - Deaf & Severely Hard of Hearing *
 - Educable Mentally Retarded *
 - Orthopedically Handicapped, including the Cerebral Palsied *
 - Speech and Hearing Therapy *
 - Trainable Mentally Retarded *
 - Visually Handicapped *
- Designated Subjects Teaching
 - Business Education *
 - Vocational Agriculture *
- Health Services
- Pupil Personnel Service

Ryan

- Multiple Subject *
- Single Subject *
- Specialist Instruction in Special Education *
- Education Specialist Instruction *
- Designated Subjects Adult Educ (Academic Subjects)
- Administrative Services
- Clinical Rehabilitative Services
 - Language, Speech and Hearing
 - Audiology
 - Orientation and Mobility
- Librarianship or Library Media Teacher Services
- Pupil Personnel Services:
 - Basic Pupil Personnel Services
 - School Counseling
 - School Social Work
 - School Psychology

H. SUBSTITUTE TEACHING, CONTINUED

Temporary Assignment Options For Substitute Teaching Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available to the school district. The following is a summary of some options available for substitute teaching. Note that most require the consent of the teacher and the approval of the school board or the district/county superintendent of schools.

T5 §80025 requires districts employing individuals since October 1, 1993, on the basis of the Emergency 30-Day Substitute Teaching Permit to have a completed annual Statement of Need form on file at their offices. Schools under the jurisdiction of the county superintendent of schools may employ these individuals if the respective counties have a completed Statement of Need form on file at their offices. The Emergency 30-Day Substitute Teaching Permit is not restricted to a specific California county but the holder must register the permit with the county before being employed.

The holder may not serve longer than 30 days for any one teacher during the school year. The 30 days does not have to be consecutive but cannot exceed 30 days for any one teacher. At the end of 30 days, the class must be staffed by an appropriately credentialed teacher or the employer must confirm that the substitute qualifies and applies for an Emergency Multiple or Single Subject Teaching Permit (as appropriate). See pages B-1 through 3 and C-1 through 10 for more information about teaching assignments for self-contained classroom and departmentalized classes.

The Emergency 30-Day Substitute Teaching Permit authorizes the holder to serve as a substitute in any classroom; preschool, kindergarten and grades 1-12, inclusive; or in classes organized primarily for adults within each county in which the permit is registered provided the employing agency has a completed Statement of Need on file for the school year. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year.

T5 80025.1 allows the holder of an Emergency Career Substitute Teaching Permit to substitute teach for up to sixty days for any one teacher during the school year in the district or county requesting the permit. The individual must hold a bachelor's degree, passed CBEST, verify three consecutive years of at least ninety days per year of day-to-day substitute teaching in the three years preceding the date of application, and the employing agency must submit a statement of endorsement from the superintendent and verify that staff development activities will be offered to the career substitute. A statement of continued endorsement and verification that staff development activities were offered are required for reissuance.

The Emergency Career Substitute Teaching Permit authorizes the holder to serve as a substitute in any classroom; preschool, kindergarten and grades 1-12, inclusive; or in classes organized primarily for adults. However, the holder shall not serve as a substitute for more than 60 days for any one teacher during the school year. The permit shall be restricted to the schools operated by the employing agency that requested the permit.

T5 80025.2 allows for the issuance of an Emergency Substitute Teaching Permit for Prospective Teachers to an individual who has completed a minimum of ninety semester hours of course work, passed CBEST, and is currently enrolled in a four-year California college or university. The individual may substitute teach for up to ninety days during the valid period of the permit but for no more than 30 days for one teacher.

The Emergency Substitute Teaching Permit for Prospective Teachers authorizes the holder to serve as a substitute in any classroom; preschool, kindergarten and grades 1-12, inclusive; or in classes organized primarily for adults. However, the holder shall not serve as a substitute for more than 30 days for any one teacher and not more than 90 days total during the school year.

The permit may be renewed once if the holder completes fifteen semester units of course work and enrolls at a four-year California college or university.

H. SUBSTITUTE TEACHING, CONTINUED

T5 §80025.3(b) allows the holder of a long-term emergency permit (e.g. Multiple Subject, Single Subject, Education Specialist, etc.), Emergency Career Substitute Teaching Permit, or One-Year Nonrenewable Credential to serve as a day-to-day substitute in any district in the county listed on the document. These individuals may substitute for no more than 30 days for any one teacher during the school year.

(b) The holder of a permit or credential issued according to the provisions of Title 5 Section 80023.2, 80025.1 or 80071.4 (c) may, in addition to the authorization of the permit, serve as a substitute in any classroom; preschool, kindergarten and grades 1-12, inclusive; or in classes organized primarily for adults during the valid period of the permit in any district within the county listed on the document. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year.

Although not specifically mentioned in the regulations, individuals who qualify for certification under Title 5 Sections 80413.2 and 80048.3(c) and (d), which were legislated through Assembly Bill 838 (Pacheco), would also be allowed to serve as a day-to-day substitute in any district in the county listed on the document under Section 80025.3(b).

T5 80025.5 allows the holder of an Emergency Designated Subjects Vocational Education Permit for 30-Day Substitute Teaching Service to serve as a substitute for 30 days for one teacher in a classroom that is part of a technical, trade, or vocational education program if the permit is registered and the employing agency has a completed Statement of Need on file. The individual must have a high school diploma and completed five years of vocational work experience.

The Emergency Designated Subjects Vocational Education Permit for 30-Day Substitute Teaching Service authorizes the holder to serve as a substitute in any classroom in any county in which the permit is registered provided the employing agency has a completed State of Need. Such substitute teaching shall be part of a program of technical, trade, or vocational education. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year.

Thirty clock hours of professional growth are required for the third reissuance.

T5 §80034.5(a) allows the holder of a valid designated subjects full-time vocational education teaching credential to serve as a substitute in technical, trade, or vocational courses.

The holder of a valid designated subjects full-time vocational education teaching credential may, with his or her consent, serve as a substitute in grades 12 and below, and in classes organized primarily for adults, in technical, trade or vocational courses, including, but not limited to, agricultural occupations, technical occupations, or trade occupations which shall be part of a vocational education program. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year.

T5 §80034.5(b) allows the holder of a valid designated subjects full-time adult education teaching credential to serve as a substitute in courses organized primarily for adults.

The holder of a valid designated subjects full-time adult education teaching credential may, with his or her consent, serve as a substitute in courses organized primarily for adults. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year.

T5 §80058.2(b) allows a school official to request authorization from the county for the holder of a Emergency 30-Day Substitute Teaching Permit to serve from any date after May 15 until the end of the school year even though the substitute teacher has already completed 30 days in that classroom. Also see information about the Emergency Multiple and Single Subject and Limited Assignment Emergency Teaching Permits on pages B-2 and C-9.

H. SUBSTITUTE TEACHING, CONTINUED

The employing school official, upon request to the county school officials, may receive continuance of the 30-day emergency substitute teaching credential to the end of the school year if the 30-day authorization is fulfilled after May 15 of a school year.

Assignment Notes

Per Title 5 Regulation Section 80025.3(c), holders of University Internship Credentials and District Internship Certificates are not authorized to serve as day-to-day substitutes unless the assignment is during summer school, is in the subject area authorized by the internship credential or certificate, and is considered as fulfilling the internship. Holders of Pre-Internship Certificates are not authorized to serve as day-to-day substitutes unless the assignment is during summer school and is in the subject area authorized by the internship certificate.

Title 5 Section 80025.3(a) states that individuals who hold a valid document which requires the completion of a bachelor's degree and the California Basic Educational Skills Test (CBEST) are authorized to serve as day-to-day substitutes. This includes substituting in vocational education classes.

The Commission stopped issuing Emergency 30-Day Substitute Teaching Permits based on California State Board of Education waivers effective July 1, 1994, when the responsibility to waive credentials and credential requirements shifted to the Commission under the authority of EC §44225(m).

The Emergency 30-Day Substitute Teaching Permit is not a credential so it cannot be used as a basis for issuing either the Emergency Multiple or Single Subject Teaching Permit or the BCLAD Certificate. Valid Emergency 30-Day Substitute Teaching Credentials issued prior to October 1, 1993, were used for this purpose.

Substituting in a Special Education Classroom

Education Code Section 56061(a), which is under the authority of the California Department of Education, specifies that individuals who hold documents authorizing substitute teaching may not serve in a special education classroom for any one teacher more than 20 days during a school year. Title 5 Section 80025.4, added to regulation in January 2000, brings Commission regulations in line with that statute. In order for the teacher to serve in that assignment beyond the 20 day limit, the individual must hold a special education teaching credential, emergency permit, or waiver which authorizes service to the population of students in the classroom.

The Commission has had the responsibility to waive credentials and credential requirements since July 1, 1994. The State Board of Education no longer issues 20/40 Day Waivers. EC §56062 states the priorities in placing substitute teachers in a special education setting. If these three categories are not available, then the employer may request a Variable Term Waiver from the Commission. See pages F-1 through 16 for complete information about special education credentials and permits and the Credential Waiver Handbook for information on Variable Term Waivers.

56062. *The employer shall use the following priorities in placing substitute teachers in special education classrooms:*

- (a) A substitute teacher with the appropriate special education credential or credentials.*
- (b) A substitute teacher with any other special education credential or credentials.*
- (c) A substitute teacher with a regular teaching credential.*

I. VOCATIONAL EDUCATION and SPECIAL SUBJECTS

Vocational

The credentials listed below authorize service in the specific subject or subjects named on the document in classes designated technical, trade, or vocational, an assignment which commonly occurs in a ROP class setting. Some of these credentials specify part-time service. The part-time authorization restricts the number of hours the holder can serve. Refer to the authorization statement on the document to determine the exact hour restriction.

There has been some confusion whether trade, technical, and vocational classes can only be taught by an individual holding a Designated Subjects Vocational Teaching Credential. Title 5 Section 80004(c) was added to regulations in July 2000 to clarify that holders of Single Subject Teaching Credentials in specific single subject areas (agriculture, business, home economics, industrial arts, and industrial and technology education) are authorized to teach trade, technical, and vocational classes. The California Department of Education provides special funding for some vocational classes and may require specific credentials or experience for that funding. The Commission continues to advise employers to check with the Department of Education at the appropriate vocational office shown below before assigning an individual who does not hold a credential that is clearly identified as a vocational credential in a trade, technical, or vocational class to a class which receives vocational funding.

Agricultural Education	(916) 657-3468
Health Careers	(916) 657-3249
Home Economics Careers and Technology	(916) 653-0359
Industrial Technology	(916) 322-5050
ROP and Occupational Education Information	(916) 322-5050

The most common misassignment of teachers holding credentials that are titled "Vocational" is to place them in a class not designated trade, technical, or vocational by the employing district or to assign them to subjects not specified on their credential. Refer to Coded Correspondence 91-9108 on pages Appendix-18 and 19 for additional information on vocational, technical, and trade classes.

General:

- Elementary
- Junior High
- Secondary
- Special Teaching:
 - Secondary (Vocational Agriculture)
 - Secondary (Business Education)
 - Secondary (Homemaking)
 - Secondary (Industrial Arts Education)
 - Secondary Limited in Designated Subjects
 - Secondary Limited in Vocational Business
 - Secondary Limited in Industrial Arts (full or part-time)
 - Secondary (Nursing Education)
 - Secondary Vocational Class A
 - Secondary Vocational Class B
 - Secondary Vocational Class C1
 - Secondary Vocational Class C2
 - Class D Vocational (part-time)
 - Secondary Vocational Part-time in Business

I. VOCATIONAL EDUCATION and SPECIAL SUBJECTS, CONTINUED

Standard:

Elementary with major or minor in an Agriculture, Business, Home Economics, or Industrial Arts subject
Secondary with major or minor in an Agriculture, Business, Home Economics, or Industrial Arts subject
Designated Subjects Teaching
 Business Education (full or part-time)
 Industrial Arts and Occupational
 Vocational Trade and Technical (full or part-time)
 Vocational Agriculture

Ryan:

Single Subject in Agriculture, Business, Home Economics, Industrial Arts, Industrial and Technology Education, or a related supplementary authorization
Specialist Credential in Agriculture
Designated Subjects:
 Vocational Education (full or part-time)

Temporary Assignment Options For Vocational Education Classes Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available to the school district. The following is a summary of some options available for staffing vocational education classes.

T5 §80020.4(d) allows individuals who hold designated subjects vocational teaching credentials to serve as staff developers in their respective vocational subject area.

(d) The holder of a California designated subjects vocational teaching credential may serve as the school-site, school district, and or county staff developer for vocational teaching subject areas.

T5 §80020.4.1 (c) allows individuals who hold designated subjects vocational teaching credentials to serve as program coordinators in their respective vocational subject area to improve instruction and enhance student learning.

(c) The holder of a California designated subjects vocational teaching credential may serve as staff development or curricular development program coordinator designed to improve instruction and enhance student learning for vocational teaching subject areas.

T5 §80025.3(a) allows the holder of a valid document which requires the completion of a bachelor's degree and the California Basic Educational Skills Test (CBEST) to serve as a day-to-day substitute for 30 days for one teacher. *This includes serving in vocational education classes.* Individuals who hold a valid credential which was issued prior to the advent of the CBEST requirement are also authorized to serve as long as the credential required completion of a bachelor's degree and a professional preparation program.

(a) The holder of a valid California teaching or services credential for which the requirements are equal to or greater than those listed in Title 5 Section 80025(a)(1) and (2) for an Emergency 30-Day Substitute Teaching Permit is authorized to serve as a substitute in any classroom; preschool, kindergarten and grades 1-12, inclusive; or in classes organized primarily for adults. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year. Holders of teaching or services credentials issued prior to February 1, 1983 will not be held to the requirement in Education Code §44252(b) if the requirements for the credential included a bachelor's degree and a professional preparation program.

I. VOCATIONAL EDUCATION and SPECIAL SUBJECTS, CONTINUED

T5 80025.5 allows the holder of an Emergency Designated Subjects Vocational Education Permit for 30-Day Substitute Teaching Service to serve as a substitute for 30 days for one teacher in a classroom that is part of a technical, trade, or vocational education program if the permit is registered and the employing agency has a completed Statement of Need on file. The individual must have a high school diploma and completed five years of vocational work experience. Thirty clock hours of professional growth are required for the third reissuance.

The Emergency Designated Subjects Vocational Education Permit for 30-Day Substitute Teaching Service authorizes the holder to serve as a substitute in any classroom in any county in which the permit is registered provided the employing agency has a completed State of Need. Such substitute teaching shall be part of a program of technical, trade, or vocational education. However, the holder shall not serve as a substitute for more than 30 days for any one teachers during the school year.

T5 §80034.5(a) allows the holder of a valid designated subjects full-time (not part-time) vocational education teaching credential to serve as a substitute in technical, trade, or vocational courses.

(a) The holder of a valid designated subjects full-time vocational education teaching credential may, with his or her consent, serve as a substitute in grades 12 and below, and in classes organized primarily for adults, in technical, trade or vocational courses, including, but not limited to, agricultural occupations, technical occupations, or trade occupations which shall be part of a vocational education program. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year.

Special Subjects

These credentials, often called "orphans" under previous statutes and regulations because they did not fit into any specific category, authorize the specific service listed on the document.

General--Special Teaching:

- Secondary (Aviation)
- Secondary (Public Safety and Accident Prevention Including Driver Education and Driver Training)
- Military Science and Tactics

Standard--Designated Teaching:

- Basic Military Drill
- Reserve Officer Training Corps (ROTC)
- Public Safety and Accident Prevention, Including Driver Education and Driver Training
- Aviation

Ryan--Designated Subject Special Subjects:

- Aviation Ground Instruction
- Aviation Flight Instruction
- Basic Military Drill
- Reserve Officers Training Corps (ROTC)
- Driver Education and Training
- Limited Driver Training

I. VOCATIONAL EDUCATION and SPECIAL SUBJECTS, CONTINUED

Assignment Notes

Appropriately assigning individuals to serve in driver education and driver training assignments has become increasingly difficult. For both driver education and driver training, in addition to Commission-approved teacher preparation programs at a college or university, school districts, a consortium of school districts, county offices of education, regional occupational programs or centers, or a California state agency may develop subject-matter programs for submission to the Commission for approval. For further information, contact Helen Hawley at the Commission at (916) 445-8778.

There are several options an employing agency may use to assign an individual to teach a *driver education (classroom instruction)* class who does not hold a credential to teach driver education:

- 1) Use an assignment option available to employers such as EC 44263 or the Committee on Assignments; refer to pages C-6 and 7 for the requirements for these options; or
- 2) Variable Term Waiver; see Waiver Handbook for information.

An employing agency may also use the following option to assign an individual to *driver training (behind the wheel)* who does not hold a credential to teach driver training:

- 1) Variable Term Waiver; see Waiver Handbook for information.

In addition, the holder of a General Secondary or a Standard Secondary Teaching Credential (if the individual has a valid California driver's license, nine semester units in driver education, and taught driver education or driver training classes as appropriate to the assignment successfully for at least three years prior to September 1, 1991) may also be assigned to driver education and/or driver training.

No emergency special subject credentials are available.

J. ADULT EDUCATION

The credentials listed below authorize service in adult education programs administered by elementary and secondary school districts. The credentials that are titled "Adult Education" list subjects that were based on specific course work or experience requirements and authorize service in those specific subjects *only*. They also specify either full-time (regular) or part-time (limited) service. The part-time authorization restricts the number of hours the holder may serve. Refer to the authorization statement on the document to determine the exact hour restriction.

General:

- Adult Education in Designated Subjects
- Adult Education (Lip Reading to Hard of Hearing Adult)
- Adult Education for Short Unit Courses

Standard:

- Early Childhood Education
- Elementary
- Secondary
- Junior College
- Designated: Adult Education
- Designated: Business Education
- Designated: Public Safety Education
- Designated: Vocational Trade and Technical Education
- Designated: Vocational Agriculture

Ryan:

- Multiple Subject
- Single Subject
- Designated Subjects: Adult Education
- Designated Subjects: Vocational Education

Note: Assignment on the basis of the Standard Early Childhood Education, Elementary, Secondary and Junior College Teaching Credentials and the Multiple and Single Subject Teaching Credentials is *not* restricted to the subjects listed on the document but does require the consent of the teacher according to EC §44865 shown below.

Temporary Assignment Options for Adult Education Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available to the school district. The following is a summary of some options available for staffing adult education classes.

EC §44865 provides staffing options for adult education and other specified types of programs. See page H-1 on Substitute Teaching for a list of credentials which require a bachelor's degree and student teaching.

A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with the consent of the teacher:

- | | |
|---|-------------------------------------|
| (a) Home teacher. | (f) Alternative schools. |
| (b) Classes organized primarily for adults. | (g) Opportunity schools. |
| (c) Hospital classes. | (h) Juvenile court schools. |
| (d) Necessary small high schools. | (i) County community schools. |
| (e) Continuation schools. | (j) District community day schools. |

J. ADULT EDUCATION, CONTINUED

T5 §80020.4(c) allows individuals who hold designated subjects adult teaching credentials to serve as staff developers in their respective adult subject area.

(c) The holder of a California designated subjects adult teaching credential may serve as the school-site, school district, and or county staff developer for adult teaching subject areas.

T5 §80020.4.1(b) allows individuals who hold designated subjects adult teaching credentials to serve as program coordinators in their respective adult subject area to improve instruction and enhance student learning.

(b) The holder of a California designated subjects adult teaching credential may serve as staff development or curricular development program coordinator designed to improve instruction and enhance student learning for adult teaching subject areas.

T5 §80024.1 allows for the issuance of an Emergency Multiple or Single Subject Teaching Permit to any individual with a minimum of a bachelor's degree, verified subject matter competence, a passing CBEST score, and written affirmation of the applicant's intent to complete the requirements for the credential. The employing agency must have a Declaration of Need for Fully Qualified Educators on file at the Commission.

An Emergency Multiple Subject Teaching Permit authorizes the same service as a Multiple Subject Teaching Credential.

An Emergency Single Subject Teaching Permit authorizes the same service as a Single Subject Teaching Credential in the authorized field(s) listed on the permit.

Six semester hours of appropriate course work are required for each renewal. Effective January 1, 1998, an individual who held an emergency permit prior to 1-1-98 will be issued five additional reissuances and an individual who is initially issued an emergency permit after 1-1-98 will be issued the permit for a total of five years.

T5 §80034.5(b) allows the holder of a valid designated subject full-time (not part-time) adult education teaching credential to serve as a substitute in courses organized primarily for adults.

(b) The holder of a valid designated subjects full-time adult education teaching credential may, with his or her consent, serve as a substitute in classes organized primarily for adults. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year.

Assignment Notes

There are several sections of the Education Code that allow individuals under the age of 18 years to attend classes for adults. Sections 52500, 52500.1, 52523, 52610, and 52610.5 are examples of such references.

Holders of Designated Subjects Adult and Vocational Education Teaching Credentials are authorized to teach their specific subjects in adult classes to students who may legally take classes at such schools whether they receive high school credit or not.

K. ADMINISTRATION AND SUPERVISION

Title 5 §80054.5, added to regulation in July 2000, clearly defines the authorization for the Ryan Administrative Services Credential to allow the holder to:

- 1) develop, coordinate, and assess instructional programs;
- 2) evaluate and supervise certificated and classified personnel;
- 3) discipline students and certificated and classified employees;
- 4) manage school site, district or county level fiscal services;
- 5) recruit, employ, and assign certificated and classified personnel; and
- 6) develop, coordinate, and supervise student support services, including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services.

When determining if an assignment requires an individual to hold an administrative services credential, it is not the title of the position that is the determining factor but the duties the individual will be performing. Employing agencies should review the job duties for the assignment using the Title 5 Regulations noted above.

"Administrative services" credentials may allow the holder to serve in a number of positions, including superintendent, associate superintendent, deputy superintendent, principal, assistant principal, dean, supervisor, consultant, coordinator, or in equivalent or intermediate level administrative positions.

Supervision is a term used on General and Standard Services Credentials. "Supervision" credentials usually allow service as a supervisor, consultant, coordinator, or in an equivalent or intermediate level administrative position. The specific authorizations are listed clearly on each document in addition to the grades for which they apply.

There are some administrative or supervisory assignments which may not require one of the credentials listed below. Such assignments should be made according to district and county policies, and be guided by the appropriate Education Code sections as listed below.

General:

- Elementary Administration (K-8)
- Elementary Supervision (K-8)
- Secondary Administration (7-12 or 7-14))
- Secondary Supervision (7-12 or 7-14)
- Special Subject Supervision (K-12 or K-14)
- General Administration (K-12 or K-14)
- Secondary School Administration in Trade & Industrial Education (7-12 or 7-14)
- General Supervision (K-12 or K-14)
- The Supervision (grades vary)

Standard:

- Supervision (grades vary)
- Administration (K-12 or K-14)

Ryan:

- Administrative Services (preschool, K-12 and adults)
- Administrative Services Internship (preschool, K-12 and adults)

Note: Refer to Title 5 §80020.3 on page K-4 for information on expanded grade level authorizations for selected credentials listed above.

Temporary Assignment Options for Administrative Services Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which an individual with the appropriate

K. ADMINISTRATION AND SUPERVISION, CONTINUED

credential is not available to the school district. The following is a summary of some options available for administrative assignments.

EC §35029 allows the governing board to waive the credential for the chief administrative officer of that school district.

A local governing board may waive any credential requirement for the chief administrative officer of the school district under its jurisdiction. Any individual serving as the chief administrative officer of a school district who does not hold a credential may be required by the local governing board to pursue a program of in-service training conducted pursuant to guidelines approved by the commission.

EC §44065(d) allows an individual to perform examination, selection, or assignment of teachers, principals, or certificated personnel in instructional programs without holding a teaching or service credential.

Notwithstanding subdivision (a), a school district or county superintendent of schools may hire persons who do not hold valid teaching or service credentials to perform the examination, selection or assignment of teachers, principals, or certificated personnel involved in the instructional program.

EC §44069 states that the governing board of any school district with less than 3,000 units of average daily attendance in the prior fiscal year may require an individual employed in a position of business manager to be credentialed. Except for this, a business manager is not required to be credentialed.

- (c) Except as provided in subdivision (d), on and after March 4, 1972, no person employed in a position of business manager shall be required to be credentialed and no title assignment, work, duty statement or other device, including but not limited to educational or other requirements of applicants, which may be established by the governing board, may be construed to require certification qualifications for any such position or reasonably related position.*
- (d) The governing board of any school district with less than 3,000 units of average daily attendance in the prior fiscal year may require any person employed in a position of business manager to be credentialed.*

EC §44264 extends the authorization of administrative credentials covering grades 7 through 12 (or 14) down to include grades 5 and 6 in a middle school.

Notwithstanding any other provision of law, a person holding a credential issued under the laws and regulations in effect on or before December 31, 1971, authorizing administration in grades 7 to 12, inclusive, in the secondary schools may be assigned, with his or her consent, to provide administration for grades 5 and 6 or grade 6 in a school composed of grades 5, 6, 7, and 8 or grades 6, 7, and 8.

EC §44270.2 allows the holder of a pupil personnel services credential to supervise a pupil personnel service program.

The services credential with a specialization in administrative services shall authorize the holder to perform administrative services at all grade levels.

Any person who administers a pupil personnel program shall hold a services credential with a pupil personnel or administrative specialization.

EC §44822 allows the principal of any high school to act as principal of an elementary school situated within the high school district.

The principal of any high school may act as principal of any elementary school situated in the high school district.

K. ADMINISTRATION AND SUPERVISION, CONTINUED

EC §44823 allows the principal of any high school to act as a supervising principal of two or more elementary schools situated within the high school district.

The principal of any high school may act as the supervising principal of two or more elementary schools situated in the high school district without regard to the number of teachers employed in each of the elementary schools, if so desired by the trustees of the elementary school district or districts and the high school board.

EC §44834 allows the governing board of a school district to hire as an administrator a teacher with at least fifteen years of specified teaching experience, ten of which must be in the district which is employing him or her. This applies only to persons who were employed by the governing board of a school district in a supervisory or administrative position on or before 1/1/91.

- (a) *Notwithstanding any other provision of law, on and after the effective date of this section the governing board of a school district may employ an individual in any administrative or supervisory position, irrespective of whether or not that person holds any supervisory or administrative credential; if he or she meets all of the following criteria:*
 - (1) *He or she holds a valid teaching credential.*
 - (2) *He or she has completed 15 years of service as a teacher, as defined in Section 41011, including 10 years of teaching service in the employ of the district which appoints him or her to an administrative or supervisory position.*
 - (3) *The last 10 years of service immediately preceding his or her appointment to an administrative or supervisory position were as a teacher of the natural sciences, the social sciences (other than education or education methodology), the humanities, mathematics, and the fine arts.*
- (b) *Commencing January 1, 1991, subdivision (a) shall apply only to persons who were employed by the governing board of a school district in a supervisory or administrative position on or before January 1, 1991, pursuant to the requirements of this section as it read on December 31, 1990.*

EC §44860 requires the principal in a school with six or more teachers to hold both an administration credential and a teaching credential or a services credential with a specialization in pupil personnel, health, clinical or rehabilitative, or librarian services. However, if a school has five or less certificated teachers, the principal does not need to hold an administrative services credential.

No person shall be employed as a principal of a school of six or more teachers unless he or she holds a valid school administration credential and at least one of the following: a teaching credential, or a services credential with a specialization in pupil personnel, health, clinical or rehabilitative, or librarian services.

EC §44861 allows a credentialed teacher to substitute as a principal for up to five months, if the teacher's credential is for the same grade as the school to be administered.

A substitute principal holding a valid teacher's credential of the same grade as the school to be administered may be employed without meeting the requirements of Section 44860 to meet an emergency for not more than five months of any school year.

T5 §80020.3 expands the service authorization for the holders of such pre-Ryan administrative and supervision credentials as the General Elementary and General Secondary School Administrative Credential and the General and Standard Supervision Credentials to any administrative position in a school district or county office of education. Three years of experience in an administrative assignment authorized by the credential is

K. ADMINISTRATION AND SUPERVISION, CONTINUED

required. All the expanded authorizations require the consent of the individual assigned on this basis.

- (a) *The holder of a General Elementary or General Secondary School Administration Credential may be assigned, with his or her consent, to any administrative position in a school district or county office of education provided that he or she has been employed successfully for a minimum of three years in an administrative assignment authorized by the credential.*
- (b) *The holder of a General Supervision or Standard Supervision Credential may be assigned, with his or her consent, to any administrative position in a school district or county office of education provided that he or she has been employed successfully for a minimum of three years in an administrative assignment authorized by the credential.*

T5 §80058.2(a) allows a school official to request authorization from the county for the holder of a preliminary services credential that lapses (expires) on or after April 1 to serve until the end of the school year.

- (a) *The employing school officials, upon request to county school officials, may receive continuance to the end of a school year of a candidate's preliminary credential which lapses (expires) April 1 or thereafter of a school year. Such continuance is authorization for payment of salaries for service rendered on the lapsed credential.*

Assignment Notes

The Commission has revised the policy concerning the authorization of the Designated Subjects Supervision and Coordination Credential. The Designated Subjects Supervision and Coordination Credential authorizes the holder to supervise and coordinate subjects and classes in all types of designated subjects programs. It is the employing agency's decision to determine the level of supervision and coordination that an individual holding this credential may perform in a designated subject program.

Title 5 80020.4.1(a), effective January 31, 2001, allows the holder of a teaching credential based on a bachelor's degree, teacher preparation program, and student teaching to serve as a school site, school district, or county program coordinator of staff development or curricular development. Individuals do not need to hold an Administrative Services Credential to serve in this type of position. Information on serving as a program coordinator for vocational programs may be found on page I-2 and for adult education programs on page J-2. Reading programs have specific requirements for program coordinators. Holders of Administrative Services or Reading and Language Arts Specialist Teaching Credentials may coordinate *district* and *county* reading programs. See page E-2 for information regarding serving as a reading coordinator at a school site.

No emergency administrative services permits are available.

L. PUPIL PERSONNEL SERVICES

The credentials listed below authorize the various pupil personnel services; the specific service is clearly stated on each document. According to EC §49600, an educational counseling program includes academic counseling, such as counseling and consultation with parents and staff and academic planning for access and success in higher education programs, career and vocational counseling, and personal and social counseling.

Title 5 Section 80049.1, added to regulation in December 1999, established specific authorization statements for each of the four Pupil Personnel Services areas, thereby clarifying the specific services each of these areas authorizes the holder to perform.

School counseling authorizes the holder to develop, plan, implement and evaluate a school counseling and guidance program that includes academic, career, personal and social development; advocate for the high academic achievement and social development of all students; provide school-wide prevention and intervention strategies and counseling services; provide consultation, training and staff development to teachers and parents regarding students' needs; and supervise a district-approved advisory program as described in EC §49600.

School social work authorizes the holder to assess home, school, personal and community factors that may affect a student's learning; identify and provide intervention strategies for children and their families; consult with teachers, administrators and other school staff regarding social and emotional needs of students; and coordinate family, school and community resources on behalf of students.

Child welfare and attendance authorizes the holder to access appropriate services from both public and private providers; provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; address school policies and procedures that inhibit academic success; implement strategies to improve student attendance; participate in school-wide reform efforts; and promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations.

School psychology authorizes the holder to provide services that enhance academic performance; design strategies and programs to address problems of adjustment; consult with other educators and parents on issues of social development, behavioral and academic difficulties; conduct psycho-educational assessments for purposes of identifying special needs; provide psychological counseling; and coordinate intervention strategies for management of individual and school-wide crises.

Frequently middle schools offer organized advisement programs in which teachers serve as student advisors and schools offer advisement classes with a district approved curriculum according to EC §49600(c). Advisory programs augment school site and district guidance programs but do not replace them. The advisory program must be approved by the governing board and be under the supervision of the holder of a Pupil Personnel Services Credential in School Counseling. Refer to the Assignment Note on page L-2 for more information.

General:

- Child Welfare and Supervision of Attendance
- School Psychometrist
- School Psychologist
- Basic Pupil Personnel Services and Supervision thereof
- Basic Pupil Personnel Services plus Psychometry and Supervision thereof
- Basic Pupil Personnel Services plus Psychology and Supervision thereof

L. PUPIL PERSONNEL SERVICES, CONTINUED

Standard:

Pupil Personnel Services:

- Pupil Counseling
- School Social Work
- Child Welfare and Attendance
- School Psychometry
- School Psychology

Ryan:

Pupil Personnel Services:

- Basic Pupil Personnel Services (*authorizes service in school counseling, school social work, and child welfare and attendance*)
- School Counseling
- School Social Work
- School Child Welfare and Attendance (*may be added to a Pupil Personnel Services Credential in School Counseling, School Social Work, or School Psychology after October 1, 1991*)
- School Psychology (*may be added to a Pupil Personnel Services Credential in Basic Pupil Personnel Services, School Counseling, or School Social Work*)
- Pupil Personnel Services Internship

Note: Refer to Title 5 §80020.5 below for information on expanded grade level authorizations for selected credentials listed above.

Temporary Assignment Option for Pupil Personnel Services Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which an individual with the appropriate credential is not available to the school district. The following is a summary of an option available for pupil personnel services.

T5 §80020.5 expands the authorization for such pre-Ryan pupil personnel services credentials as the General Pupil Personnel Service Credential and the Standard Designated Services Credential with a specialization in pupil personnel to allow service in preschools and in programs organized primarily for adults. All the expanded authorizations require the consent of the individual assigned on this basis.

The holder of a General Pupil Personnel Services Credential or a Standard Designated Services Credential with Specialization in Pupil Personnel Services may be assigned, with his or her consent, to provide the services authorized by the credential in preschools and in schools organized primarily for adults.

Assignment Notes

Title 5 Section 80049.1, added in December 1999, clarifies that school districts may use community-based service individuals or groups in the provision of pupil personnel services as long as they are supervised in their school-based activities by an individual holding a Pupil Personnel Services Credential.

To address the legal and appropriate responsibilities of teacher advisors and credentialed school counselors within the context of school advisory programs, the Commission issued the *Information Advisory on EC §49600 Concerning Teacher Advisement Programs* in December 1996. To request a copy, contact CCTC's Assignment Unit at (916) 322-5038 or email to [cawassignments@ctc.ca.gov].

L. PUPIL PERSONNEL SERVICES, CONTINUED

The Commission can issue a pupil personnel service in school counseling to individuals who are prelingually deaf to serve as counselors of students in state special schools or in special classes for students who are deaf or hearing impaired. For more information, see Section II-B in the Credential Handbook.

The holder of a credential in psychometry is authorized to administer examinations to students but is not authorized to read and interpret the examinations. A school psychologist authorization allows the holder to administer the examinations and read and interpret them.

Title 5 Section 3029, under the authority of the California Department of Education, allows school districts, county offices of education, and special education local plan areas (SELPAs) to contract for educational psychologists licensed by the Board of Behavioral Science Examiners to perform individually administered test of intellectual or emotional functioning pursuant to EC §56320(b)(3). Contact the California Department of Education, Special Education Division, at (916) 445-4613, regarding questions concerning this option.

No emergency pupil personnel services permits are available.

M. HEALTH SERVICES

SCHOOL NURSE

The authorization statement printed on the current school nurse credential document is a comprehensive statement of the duties of a school nurse. It states that the holder may:

- 1) conduct immunization programs;
- 2) assess and evaluate the health and development status of pupils;
- 3) interpret the health and development assessment to parents, teachers, administrators and other professionals directly concerned with the pupil;
- 4) design and implement individual student health maintenance plans;
- 5) maintain communication with parents and all involved community practitioners and agencies;
- 6) interpret medical and nursing findings appropriate to the student's individualized education program and make recommendations to professional personnel directly involved;
- 7) consult, conduct, and serve as a resource person for in-service training to teachers and administrators;
- 8) develop and implement health education curriculum; act as a participant in implementing a comprehensive health instruction curriculum for students;
- 9) counsel and assist pupils and parents in health related and school adjustment services; and
- 10) to teach health related subjects under the supervision of a classroom teacher.

The following credentials authorize service as a school nurse:

General:

Health and Development: School Nurse ¹

Standard:

Health Services: School Nurse

Ryan:

Health Services: School Nurse

School Nurse Services (new name effective February 1, 2000)

Note: The General Health and Development: School Nurse Credential also authorizes the holder to serve as a supervisor of school nurses.

OTHER HEALTH SERVICES

General:

Health and Development: physician, psychiatrist, oculist, dentist, dental hygienist, optometrist, otologist, chiropodist, or school audiometrist ¹

Standard:

Health Services: any subject in which the applicant held a valid state license, certificate or registration allowing him or her to practice a health service in California

Ryan:

Health Services: physician, dentist, dental hygienist, or optometrist

Note: The General Health and Development Credential also authorizes the holder to serve as a supervisor of health in the authorized health field.

Temporary Assignment Options for School Nurses Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which an individual with the appropriate credential is not

M. HEALTH SERVICES, CONTINUED

available to the school district. The following is a summary of some options available for health services assignments.

EC §44873 states that a physician employed to serve half time or more than half time must have a valid certificate to practice medicine and surgery issued by the Medical Board of California or the Osteopathic Medical Board of California and the appropriate credential. A physician employed less than half time need only have the valid certificate to practice medicine and surgery issued by the Medical Board of California.

The qualifications for a physician employed to serve on a half-time or greater than half-time basis shall be a valid certificate to practice medicine and surgery issued by the Medical Board of California or Osteopathic Medical Board of California and either a services credential with a specialization in health or a valid credential issued prior to November 23, 1970. The qualifications for a physician employed for less than half time shall be a valid certificate to practice medicine and surgery issued by the Medical Board of California. Any school district may employ and compensate physicians and surgeons meeting the foregoing qualifications for the performance of medical services for that district and shall provide liability insurance coverage for the period of his or her employment.

As used in this section "medical services" includes, but is not limited to, any medical services required to be performed while required to be in attendance at high school athletic contests or meets.

T5 §80050 allows for the issuance of a Special Teaching Authorization in Health to an individual who holds a professional clear School Nurse Services Credential, valid California registered nurse license, passage of CBEST, and completion of a professional preparation program for the Special Teaching Authorization in Health.

The Special Teaching Authorization in Health authorizes the holder to teach classes in health in preschool, kindergarten, grades 1 to 12, inclusive and classes organized primarily for adults as specified in Education Code 44267.5(d).

Assignment Notes

There are no emergency school nurse permits available on initial issuance for school nurse but the preliminary credential requires only a bachelor's or higher degree and a valid California Registered Nurse license issued by the State of California.

EC §49452 and 49452.5 allow for sight and hearing testing and scoliosis screening to be administered by an agency contracted by the county superintendent of schools of the county in which the school district is located in addition to those individuals holding the appropriate health services credentials.

N. SCHOOL LIBRARIAN/LIBRARY MEDIA TEACHER SERVICES

EC §44868 states that no person may provide library media teacher services in any elementary or secondary school unless he or she holds a valid credential of proper grade authorizing library media teacher services. The authorization statement in Title 5 §80053(b) provides a comprehensive statement of the duties of a librarian. It states that the holder of a Library Media Teacher Services Credential may:

- 1) instruct pupils in the choice and use of library materials;
- 2) plan and coordinate school library programs with the instructional programs of a school district;
- 3) select materials for school and district libraries;
- 4) coordinate or supervise library programs at the school site, district or county level;
- 5) plan and conduct a course of instruction for those pupils who assist in the operation of school libraries;
- 6) supervise classified personnel assigned school library duties; and
- 7) develop procedures for and management of the school site and district libraries.

The following credentials authorize services as a school librarian in grades kindergarten through twelve:

General:

Elementary
Secondary
Librarianship

Standard:

Elementary Teaching with a specialized preparation minor in Librarianship
Secondary Teaching with a specialized preparation minor in Librarianship
Early Childhood Education Teaching with a specialized preparation minor in Librarianship
Junior College Teaching with a specialized preparation minor in Librarianship

Ryan:

Library Services
Library Media Teacher Services (new name effective 1-1-89)

Note: Holders of General Elementary and Secondary Teaching Credential may only provide library media services at a school site and may not provide library services at the district or county level

Temporary Assignment Options For Library Media Teacher Services Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which an individual with the appropriate credential is not available to the school district. The following is a summary of some options available for staffing libraries.

T5 §80024.6 allows for the issuance of an Emergency Library Media Teacher Services Permit. It requires CBEST, and written affirmation of the applicant's intent to complete the requirements for either the Library Media Teacher Services Credential or the prerequisite teacher credential, as appropriate. A Declaration of Need for Fully Qualified Educators must be on file with the Commission, as well as possession of either a California teaching credential based on a bachelor's degree and a professional preparation program, including student teaching or an out-of-state credential in Library Media Teacher Services, requiring a bachelor's degree and a program of professional preparation.

An Emergency Library Media Teacher Services Permit authorizes the same service as a Library Media Teacher Services Credential.

N. SCHOOL LIBRARIAN/LIBRARY MEDIA TEACHER SERVICES, CONTINUED

Six semester hours of appropriate course work are required for each renewal. Effective January 1, 1998, an individual who held an emergency permit prior to 1-1-98 will be issued five additional reissuances and an individual who is initially issued an emergency permit after 1-1-98 will be issued the permit for a total of five years.

T5 §80053(b)(1) provides a method for holders of teaching credentials based upon a bachelor's degree who are pursuing library media teacher services certification to serve in the role of library media teacher if the teacher is being trained by a credentialed library media service teacher. The teacher must pursue enrollment in a Library Media Teacher Services Credential program during the first year of service and obtain an Emergency Library Media Teacher Services Permit before the end of the second year of service. This is a bridge by which a credentialed teacher may provide library media teacher services while enrolling in a Library Media Teacher Services Credential program and beginning the required course work for that credential.

(b)(1) Holders of valid California teaching credentials based upon a baccalaureate degree who do not hold a credential authorizing service as a library media teacher may serve as library media teachers in public schools, provided that they are trained in their duties by a credentialed school library media teacher and supervised by an individual holding certification authorizing such supervision. Teachers employed to provide library services under this provision must, during the first year of service, either apply for the Library Media Teacher Services Emergency Permit and pursue enrollment in a Commission-accredited regional or distance-learning library media teacher services credential program, or submit to the county office of education a description of the factors that made it impossible to enroll in such a program. All teachers must obtain the Library Media Teacher Services Emergency Permit before the end of the second year of service under this provision.

Assignment Notes

EC §18100 allows the governing board of a school district to provide school library services by contracting with a public library for the services.

The Commission recognizes the appropriate inclusion of non-credentialed staff to assist in the delivery of library services. Employing agencies may use non-credentialed individuals to assist in the provision of library services, provided that the employment of non-credentialed personnel (technicians, pupil or parent volunteers, classified employees, etc.) is not intended to supersede the requirement to include holders of the Library Media Teacher Services Credential or other credentials authorizing library service in the coordination and implementation of public school library programs. Services provided by non-credentialed personnel shall not include those activities requiring possession of a valid Library Media Teacher Services Credential, as specified in Title 5 Section 80053(b). Also, holders of credentials authorizing administrative services are not authorized to perform library media duties unless they hold the additional authorization.

While a certificated school librarian must perform these professional services, it is not necessary to have a certificated librarian assigned full-time to each school library. The Commission recognizes the financial burden of operating library services at all or most of the schools in a school district or county. The Commission encourages school districts and county offices of education with limited resources to organize library programs in which circulating credentialed school librarians perform the necessary professional functions, while non-certificated personnel engage in such day-to-day operations as shelving books, filing, checking-in and out of materials, etc. Small school districts are encouraged to utilize the professional services of the county offices of education or to enter into a consortium with neighboring school districts to provide librarian services. See Coded Correspondence 00-0013 for additional information on staffing school libraries.

O. CHILD DEVELOPMENT

Three separate agencies have jurisdiction over the various child development programs and children's centers, public or private. The Commission issues Child Development Permits that verify a specific level of competency and authorize service in funded centers. The other agencies are the California Department of Education, Office of Child Development, and the Department of Social Services, Community Care Licensing. You may contact the Office of Child Development at (916) 322-6233 and the State Department of Social Services at (916) 657-3661 for the Community Care Licensing office in your area.

Commission-issued Children's Center and Child Development Permits authorize either:

- 1) Instruction, which includes the care, development, and instruction of children in a child care and development program, or
- 2) Instruction and Supervision, which includes the care, development, and instruction of children in a child care and development program, coordinator of curriculum and staff development, plus supervision of a child development program.

The Commission has also issued two permits, the Development Center Permit and the Special Center Permit, which are for service in special centers for the handicapped and should not be confused with the permits listed below. See pages F-9 and 10 in the section on special education credentials for more information.

Regulations effective 1961 to 1966

Children's Center Type I Supervision	Children's Center Type II Supervision
Children's Center Type III Instruction	

Regulations effective 1966 to 1974

Children's Center Supervision "A"	Children's Center Instruction "C"
Children's Center Supervision "B"	

Regulations effective 10-15-74 to 1-1-79

Child Development Programs Instruction	Child Development Programs Supervision
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Regulations effective 1-1-79 to 1-30-86

Children's Center Instruction	Children's Center Supervision
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Regulations effective 1-30-86 to 2-1-97

Children's Center Instruction	Children's Center Supervision
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Regulations effective 2-1-97 to present

Child Development Assistant	Child Development Master Teacher
Child Development Associate Teacher	Child Development Site Supervisor
Child Development Teacher	Child Development Program Director

Note: The holder of the Children's Center Type II Supervision Permit issued from 1961 to 1966 and the Children's Center Supervision "B" Permit issued from 1966 to 1974 may supervise of a maximum of two children's centers.

Temporary Assignment Options for Child Development Provided to Employing Districts and Counties: Current statutes and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available to the school district. The following is a summary of some options available for staffing child development assignments.

O. CHILD DEVELOPMENT, CONTINUED

EC §8360(b) states that any person holding either a credential authorizing teaching in elementary grades, or a credential authorizing the teaching of home economics with either 12 units of training or at least two years of experience in early childhood education or in a child care and development program, is eligible to serve in an instructional capacity in a child care and development program.

- (b) *Any person who meets the following criteria is eligible to serve in an instructional capacity in a child care and development program:*
 - (1) *Possesses a current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school or a single subject credential in home economics.*
 - (2) *Twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.*

EC §8360.1, as amended by legislation effective January 1, 1997, provides child care and development programs staffing options for the position of program director.

Except as waived under Section 8242 and except as stated in Section 18203 of Title 5 of the California Code of Regulations regarding program directors in schoolage community child care services programs, any entity operating child care and development programs providing direct services to children, as defined in Section 8244, at two or more sites, shall employ a program director who possesses one of the following:

- (a) *A permit issued by the Commission on Teacher Credentialing authorizing supervision of a child care and development program operating in multiple sites.*
 - (b) *Any person who meets the following criteria is eligible to supervise a child care and development program operating in multiple sites and serve in an instructional capacity in a child care and development program:*
 - (1) *Possesses a current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school or a single subject credential in home economics.*
 - (2) *Six units in administration and supervision of early childhood education or child development, or both. The requirement set forth in this paragraph does not apply to any person who was employed as a program director prior to January 1, 1993, in a child care and development program receiving funding under this chapter.*
 - (3) *Twelve units in early childhood education or child development, or both, or at least two years' experience in early childhood education or a child care and development program.*
 - (c) *A waiver issued by the Superintendent of Public Instruction pursuant to Section 8244.*
- This section shall become operative on January 1, 1997.*

Assignment Notes

Under current regulations, there are no emergency permits. Holders of emergency permits under prior regulations may continue to renew the permit if renewal requirements were completed and the permit does not expire. If renewal requirements were not completed and/or the permit expires, the individual may re-apply and be re-evaluated under current regulations.

All valid permits for service in a child care and development program issued under previous regulations shall continue in force and may be renewed as prescribed for each specific type of permit at the time it was issued.

The holder of a Ryan Administrative Services Credential is authorized to serve as the administrator or director of one or more children's center sites. The Child Development Division of the California Department of Education provides funding for many centers and may require additional experience or credentials.

P. MISCELLANEOUS CREDENTIALS

The Commission issues three types of credentials that don't readily fit into the categories on the preceding pages, but which may provide some assignment alternatives. The requirements for these credentials can be found in Section II of the Credential Handbook; a brief description of each is provided here.

Sojourn Credential: EC §44856 allows the governing board of a school district to arrange with the proper authorities of any foreign country, state, territory, or possession of the United States, to employ bilingual teachers who were employed during the preceding calendar year in the public or private schools of that entity. Each teacher must be fluent in both English and the target language and must verify the completion of the equivalent of at least 90 semester hours of collegiate level study. In addition, each teacher must verify passage of CBEST and a statement that he or she knows the requirements for the regular credential and will pursue completion of those requirements. The credential is issued initially for two years, although a One-Year Nonrenewable (OYNR) credential is available for one year pending the passage of CBEST.

For the first renewal, twelve semester units of course work applicable toward meeting the requirements for a regular credential, passage of an assessment in competency in language and literature in the target language, and verification from the employing district of the continued need for the teacher are required. For each successive one-year renewal, six semester units of course work applicable toward meeting the requirements for a regular credential and verification from the employing district of the continued need for the teacher are required. If the appropriate renewal requirements are completed each year, the Sojourn Credential may be renewed one year at a time for up to five additional years.

Title 5 §80055.2(b) lists the authorization for the Sojourn Credential.

This credential authorizes the holder to provide bilingual instruction, foreign language instruction, or cultural enrichment in the elementary and/or secondary grades of the employing California public school district in the subjects in which the applicant is academically competent to teach.

Exchange Credential: EC §44853 allows the governing board of any school district, with the consent of the employee, to enter into an agreement with the proper authorities of any foreign country, state, territory, or possession of the United States, or with any other county within the state, to exchange and employ a regularly credentialed employee of the public schools of the other entity. The governing board must give consideration to the general qualifications and professional status of the two employees being exchanged, but it is not required that they teach the same subjects or at the same grade levels, or that they provide the same type of service.

If the exchange employee does not already hold the appropriate California credential, an Exchange Credential is available, free of charge. It requires a request from a California employer and passage of CBEST. The credential is available for one year pending the passage of CBEST. The Exchange Credential authorizes teaching or service equivalent to that of the specific Ryan credential that would cover the assignment. The preliminary credential may be issued for a total of three years provided the exchange is maintained.

Title 5 §80055.1 lists the authorization for the Exchange Credential.

This credential authorizes the holder to serve in a position requiring certification qualifications as specified on the credential in the school district proposing to employ the person.

P. MISCELLANEOUS CREDENTIALS, CONTINUED

Eminence Credential: EC §44262 states that upon the recommendation of the governing board of a school district, the Commission may issue an Eminence Credential to any person who has achieved eminence in a field of endeavor commonly taught or in a service practiced in the public schools of California. A later statute requires that applicants successfully complete the CBEST exam. This credential authorizes teaching or service in the public schools at the level and in the subject designated on the credential.

The employer must, among other requirements, provide verification of the candidate's eminence. The employer must show the applicant has possession of the knowledge and skill in the area requested on the Eminence Credential as well as distinguished superiority as compared with others in rank, station, character, and attainments. In addition, the employer must verify the candidate has superior knowledge and skill in comparison with the generally accepted standards and achievement in the area in which the Eminence Credential is sought.

Each application is handled on an individual basis; there is no formula for determining eminence. The employer must show the applicant if measured by recognized authorities of his or her profession would be judged superior beyond the boundaries of his or her community. The Eminence Credential is issued for two years at a time and may be renewed for a three-year period. After completion of the three-year period, the individual may apply for a professional clear credential.

Upon the recommendation of the governing board of a school district, the commission may issue an eminence credential to any person who has achieved eminence in a field of endeavor taught or service practiced in the public schools of California. This credential shall authorize teaching or the performance of services in the public school in the subject or subject area or service and at the level or levels approved by the commission as designated on the credential.

Each credential so issued shall be initially issued for a two-year period and may be renewed for a three-year period by the commission upon the request of the governing board of the school district. Upon completion of the three-year renewal period, the holder of an eminence credential shall be eligible upon application for a professional clear teaching credential.



Q. COMMON MYTHS ABOUT ASSIGNMENT

Just one or two periods a day...

There is no truth to the tale that a teacher may be assigned for just one or two periods a day to a position outside the area authorized by his or her credential or authorized elsewhere in statute or regulation. This kind of assignment is illegal.

A teacher can counsel if the assignment is less than half time...

A counselor is a counselor and a teacher is not, and it does not matter how many hours per day either one serves. Teachers teach and counselors counsel. However, there is nothing that precludes a teacher from providing *academic* advisement to students in his or her class. Refer to the section on Pupil Personnel Services on pages L-1 through 3 for more information regarding counseling and advising.

A teacher can be the librarian for less than two hours a day...

There are credentials that authorize service as a librarian and the librarian needs to have one. Refer to the section on School Librarians on pages N-1 and 2.

The holder of a General Elementary or General Secondary Teaching Credential can teach adult education...

Actually, they can, but not under the credential--it does not authorize service in classes organized primarily for adults. They may be assigned to such classes under the provisions of EC §44865--see pages D-1 and 2.

The holder of a Multiple Subject Teaching Credential can teach any subject in an elementary school...

The holder of a Multiple Subject Teaching Credential can teach any subject in a SELF-CONTAINED CLASSROOM, but is not authorized to teach departmentalized classes unless he or she has a Single Subject Teaching Credential, a supplementary authorization (grades 9 and below), or is assigned under one of the available options--see pages C-1 through 10.

A non-credentialed expert may teach a class as long as there is a certificated teacher of record somewhere in the neighborhood...

An outside expert may be invited to present a lesson that will enhance the curriculum, but the teacher may not turn the responsibility of the class over to the non-credentialed expert.

It's acceptable to have teachers or other certificated employees misassigned as long as fewer than 5% of the teachers or other certificated employees in the district are misassigned...

No. Every certificated person must be legally assigned. The figure of 5% is connected with the sanctions that may be taken against a school district or county superintendent if the misassignments are allowed to occur and go uncorrected.

Q. COMMON MYTHS ABOUT ASSIGNMENT, CONTINUED

An individual does not need an appropriate credential to serve in a summer school assignment...

Whether the assignment is during the regular school year or during a summer school session, the individual must hold the appropriate credential to perform the service. The school district and county office are held accountable in their monitoring for summer school assignments. The holder of an Emergency 30-Day Substitute Teaching Permit may serve in a summer school assignment provided the employing agency can verify that the individual is serving as a substitute for a credentialed teacher and the assignment is not more than 30 days for one teacher. The holder of an Emergency 30-Day Substitute Teaching Permit is not teacher of record for the class as he or she is serving as a substitute. Employing agencies must be extremely cautious when assigning the holder of an Emergency 30-Day Substitute Teaching Permit to serve in a summer school assignment

Per Title 5 Regulation Section 80025.3(c), holders of University Internship Credentials and District Internship Certificates are not authorized to serve as day-to-day substitutes unless the assignment is during summer school, is in the subject area authorized by the internship credential or certificate, and is considered as fulfilling the internship. Holders of Pre-Internship Certificates are not authorized to serve as day-to-day substitutes unless the assignment is during summer school and is in the subject area authorized by the internship certificate.

An individual can teach an "exploratory" class wherein the subject matter changes every few weeks without a credential that authorizes each of the subject areas...

If an individual teacher is responsible for instruction in a single subject for a group of students that changes every so often (such as every 4 to 12 weeks), then he or she must have a credential that authorizes teaching that specific subject. However, if the individual teaches a different subject in each of the sessions, then he or she must be authorized to teach each of those subjects. These are considered departmentalized rather than self-contained classes. Because of the variety of subjects taught, this type of class generally requires that two or more teachers team teach to ensure the instruction or service is provided by an individual holding a credential or authorization in each subject area. See page C-1 regarding information about assignments in "elective" classes and pages following concerning assignment options.

R. ASSIGNMENT MONITORING

This section is designed to give site administrators, school district and county administrators, and credential analysts an overview of the assignment monitoring process. It includes a list of responsibilities for site administrators, school district, county offices of education, and the Commission; the section of Senate Bill 435 (EC §44258.9) which covers record keeping, monitoring, reporting, and sanctions; County and School District Assignment Monitoring and Review Report forms; directions for completing the misassignment reporting form (AM-1); and regulations pertaining to sanctions.

The information the school district office needs from each site administrator:

- class and/or master schedules for all teachers and non-teaching certificated employees.

The information the county office of education needs when it monitors a school district:

- class and/or master schedules for all elementary, middle, high schools, and alternative schools (as applicable) including full name, assignment, and social security numbers and master list of all certificated staff including all certification held;
- school board minutes for any assignment options used which require board approval including names and subjects to which assigned listed by the Education Code Section number; and
- policies, practices, guidelines for establishment, approved school board resolution, and a record of action taken for assigning teachers to teach departmentalized classes in grades K-12 per §44258.3 and by the Committee on Assignment per EC §44258.7(c) & (d).

The responsibilities of the county office of education:

- maintain accurate, up-to-date records of assignments and certification within the county;
- monitor school district certificated employee assignments in one-fourth of the school districts within its jurisdiction per EC §44258.9(b) including school districts, which are not fiscally accountable to the county office (see Coded Correspondence 89-8921 on page Appendix-14);
- verify that all misassignments found in monitored school districts are corrected within 30 days of the initial notification to the site administrator (through the office of the school district superintendent) per EC §44258.9(g)(3);
- notify the school district superintendent if 5 percent or more of the certificated teachers in their secondary schools are found to be misassigned and advise him or her to correct the misassignments within 120 days per EC § 44258.9(g)(4);
- complete Assignment Monitoring and Review Report and submit it to the Commission by July 1st of each year per EC §44258.9(e)
- notify the Commission (using form AM-1) when a certificated school administrator fails to resolve a misassignment within 30 days of being notified of the problem either by reassigning the person misassigned, providing a legal option for the assignment, or describing, in writing, the extraordinary circumstances which make correction impossible or if the school district superintendent who was notified the school district had a misassignment rate of 5% or more has not corrected these misassignment within the 120 days of the initial notification, or described, in writing, the extraordinary circumstances which made the correction impossible. The misassignment may have been brought to the county's attention either through the monitoring and review process or by a letter from the person misassigned. Reference EC §44258.9(g)(2) and (g)(3) and EC §44258.9(g)(4); and
- notify, within 15 days, any certificated person of the legality of his or her assignment if the individual has notified the county office of education that he or she has been required by an administrative superior to accept an assignment for which he or she has no legal authorization per EC §44258.9(g)(2).

R. ASSIGNMENT MONITORING, CONTINUED

The Commission's responsibilities:

- provide information and answer questions regarding credential authorizations, reporting, and assignment monitoring;
- monitor and review the counties or cities and counties in which there is a single school district and submit a report to each monitored district within 45 calendar days of the monitoring activity per EC §44258.9(b)(2);
- each year collect and review the Assignment Monitoring and Review Report forms submitted by the county offices which summarize their yearly monitoring and review;
- work with school districts to correct any misassignments reported as not corrected when the county office monitored the school district;
- submit biennial reports to the Legislature summarizing the teacher and certificated employee assignments and misassignments per EC §44258.9(f);
- establish and enforce sanctions for the misassignments reported to the Commission for teachers and certificated employees per EC §44258.9(g)(1); and
- distribute assignment monitoring funds on an annual basis to the 51 counties submitting Assignment Monitoring and Review Reports to the Commission.

EC §44258.9 concerns record keeping, monitoring, reporting, and sanctions associated with assignment monitoring.

- (a) *The Legislature finds that continued monitoring of teacher assignments by county superintendents of schools will ensure that the rate of teacher misassignment remains low. To the extent possible and with funds provided for that purpose, each county superintendent of schools shall perform the duties specified in subdivisions (b) and (c).*
- (b) (1) *Each county superintendent of schools shall annually monitor and review school district certificated employee assignment practices according to the following priority:*
 - (A) *Schools and school districts that are likely to have problems with teacher misassignment based on past experience or other available information.*
 - (B) *All other schools on a four-year cycle.*
- (2) *The Commission on Teacher Credentialing shall be responsible for the monitoring and review of those counties or cities and counties in which there is a single school district, including the Counties of Alpine, Amador, Del Norte, Mariposa, Plumas, and Sierra, and the City and County of San Francisco. All information related to the misassignment of certificated personnel shall be submitted to each affected district within 45 calendar days of the monitoring activity.*
- (e) *County superintendents of schools shall submit an annual report to the Commission on Teacher Credentialing summarizing the results of all assignment monitoring and reviews. These reports shall include, but need not be limited to, the following:*
 - (1) *The numbers of teachers assigned and types of assignments made by local district governing boards under the authority of Sections 44256, 44258.2, and 44263 of the Education Code.*
 - (2) *Information on actions taken by local committees on assignment, including the number of assignments authorized, subject areas into which committee-authorized teachers are assigned, and evidence of any departures from the implementation plans presented to the county superintendent by school districts.*
 - (3) *Information on each school district reviewed regarding misassignments of certificated personnel, including efforts to eliminate these misassignments.*

R. ASSIGNMENT MONITORING, CONTINUED

- (4) *After consultation with representatives of county superintendents of schools, other information as may be determined to be needed by the Commission on Teacher Credentialing.*
- (f) *Commencing in 1990, the Commission on Teacher Credentialing shall submit biennial reports to the Legislature concerning teacher assignments and misassignments which shall be based, in part, on the annual reports of the county superintendents of schools.*
- (g) (1) *The Commission on Teacher Credentialing shall establish reasonable sanctions for the misassignment of credential holders.*
- Prior to the implementation of regulations establishing sanctions, the Commission on Teacher Credentialing shall engage in a variety of activities designed to inform school administrators, teachers, and personnel within the offices of county superintendents of schools of the regulations and statutes affecting the assignment of certificated personnel. These activities shall include the preparation of instructive brochures and the holding of regional workshops.*
- (2) *Commencing July 1, 1989, any certificated person who has been required by an administrative superior to accept an assignment for which he or she has no legal authorization shall, after exhausting any existing local remedies, notify the county superintendent of schools in writing of the illegal assignment. The county superintendent of schools shall, within 15 working days, advise the affected certificated person concerning the legality of his or her assignment. There shall be no adverse action taken against a certificated person who files a notification of misassignment with the county superintendent of schools. During the period of the misassignment, the certificated person who has filed a written notification with the county superintendent of schools shall be exempt from the provisions of Section 45034. If it is determined that a misassignment has taken place, any performance evaluation of the employee under Sections 44660 to 44664, inclusive, in any misassigned subject shall be nullified.*
- 3) *Commencing July 1, 1989, the county superintendent of schools shall notify, through the office of the district superintendent, any certificated school administrator responsible for the assignment of a certificated person to a position for which he or she has no legal authorization of the misassignment and shall advise him or her to correct the assignment within 30 calendar days. The county superintendent of schools shall notify the Commission on Teacher Credentialing of the misassignment if the certificated school administrator has not corrected the misassignment within 30 days of the initial notification, or if the certificated school administrator has not described, in writing, within the 30-day period, to the county superintendent of schools the extraordinary circumstances which make this correction impossible.*
- (4) *Commencing July 1, 1989, the county superintendent of schools shall notify any superintendent of a school district in which 5 percent or more of all certificated teachers in the secondary schools are found to be misassigned of the misassignments and shall advise him or her to correct the misassignments within 120 calendar days. The county superintendent of schools shall notify the Commission on Teacher Credentialing of the misassignments if the school district superintendent has not corrected the misassignments within 120 days of the initial notification, or if the school district superintendent of schools has not described, in writing, within the 120-day period, to the county superintendent of schools the extraordinary circumstances which make this correction impossible.*
- (h) *Commencing July 1, 1989, each applicant for a professional administrative service credential shall be required to demonstrate knowledge of existing credentialing laws, including knowledge of assignment authorizations.*

Instructions for Completing the District Report Form

The statutes governing school district assignment monitoring were amended in 1996 to eliminate the December 15th annual report to the governing board and the signing of affidavits by school site administrators and the school district superintendent. County offices of education continue to be required to monitor school district assignments and report annually to the California Commission on Teacher Credentialing. If county offices of education are to perform their responsibilities they must be able to obtain information from school districts.

The continued use of this form by school districts will assist counties in meeting their mandated responsibilities. However, the submission of this form to the Commission by the school districts is not required. County offices may use this form as part of their monitoring process. School districts should check with their county offices regarding the use of this form.

Note: Referenced pages numbers are in the top right-hand corner of monitoring form.

Page 1: Complete all sections.

Page 2: List all the schools monitored this school year including the district office of education if monitored.

If you have comments about the monitoring process or wish to provide information about the results of your monitoring, please use the space provided. Use additional sheets if needed.

Pages 3, 4, & 5: List the number of individuals assigned under the Education Code sections on these pages according to the subject taught and the level (E = elementary, grades K-5, M = middle or intermediate, grades 6-8, and H = high school, grades 9-12) except for §44258.2 which does not require a level. The grade level refers to the grade level of the assignment not to the type of school where the service was performed. Do not list the specific grade level of the assignment such as 7th grade Math on the subject line.

An individual teacher may be listed under more than one Education Code Section. If an individual is assigned in more than one subject, list each subject separately. Do not list subjects with a slash (Geography/History).

Do not list individuals by full-time equivalent (FTE) such as .67. List each subject by the number of individuals teaching it, not the total number of periods the subject was taught.

At the bottom of page 4, answer the questions concerning teaching English learners.

Pages 6 & 7: For Education Code §44263, list the subjects being taught under this authorization and the number of individuals who are assigned to that subject. Then indicate how many of these individuals have credential majors or single subjects in each of the fourteen subjects indicated. *Do not list supplementary authorizations or minors.* The Commission is trying to determine whether those assigned under this option are teachers in allied fields or those who may be assigned from elective areas to fill their teaching day. Some individuals will have more than one major or subject on their credentials, so the number of majors will not necessarily match the number of assignments. For example:

Subject of Assignment _____	Health _____	NUMBER _____	4 _____					
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	3 _____	
ITE _____	Math _____	Music _____	PE _____	2 _____	Sciences _____	Soc Sci _____	Other _____	1 _____

If there are teaching or service assignments made on the basis of some legal authority not listed elsewhere on this report, please list them at the bottom of page 7. Do not list emergency permits, waivers, core assignments, or assignments on the basis of EC §44865.

COMMISSION ON TEACHER CREDENTIALING

1900 Capitol Avenue
Sacramento, California 95814-4213



School District
ASSIGNMENT MONITORING AND REVIEW REPORT
(Optional Use – Check with County Office of Education)

In accordance with Education Codes §44258.9(b) and (e), each county superintendent of schools shall submit an annual summary of the results of all assignment monitoring and reviews to the Commission on Teacher Credentialing. To assist your county office with the writing of that report, please complete the following. **The county report is due in the Commission office by July 1.**

Name of District _____ School Year Beginning July 1, _____

Report Prepared By _____ Title _____

Telephone Number _____ Date _____

Information for School Districts Monitored

- Total number of schools in your district **including** district office _____
- Total number of schools monitored this school year
(include district office, if monitored) _____
- Number of certificated teaching personnel employed in the monitored schools during this school year
 Elementary Teachers (grades K-6) _____ Secondary Teachers (grades 7-12) _____
 District Office of Education Teachers/K-12 Employees _____
- How many other Certificated Employees (Non-Teaching Personnel)
 Counselors _____ Librarians _____ Others _____

Total Number of All Certificated Personnel in Schools Monitored _____

Acknowledgment of the District Superintendent of Schools

I have reviewed the following report and determined that it is complete.

Name _____ Date _____

Signature _____ Title _____

Name of Schools Monitored

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Short-Term Waivers

Did any school within the jurisdiction of your district approve an assignment on the basis of a short-term waiver? ☐ yes ☐ no

If yes, complete the Short-Term Waiver Report Form and attach the form(s) to this report for your county office. The form may be found in Section R of the *Administrator's Assignment Manual*.

Workshops

How many workshops were conducted by the school district office regarding the proper assignment of teachers for this school year? _____

Additional Information Resulting From District Monitoring

Education Code Assignment Option Reporting Information

List the number of teachers assigned by local governing board authorization under the following provisions according to subject taught and, where applicable, the level (**E = elementary, grades K-5, M = middle or intermediate, grades 6-8, and H = high school, grades 9-12**). An individual teacher may be listed under more than one authorization.

Education Code §44256(b)--6/12 Grades 8 and Below

Subject_____	E/M_____	Number_____
Subject_____	E/M_____	Number_____
Subject_____	E/M_____	Number_____
Subject_____	E/M_____	Number_____
Subject_____	E/M_____	Number_____
Subject_____	E/M_____	Number_____
Subject_____	E/M_____	Number_____
Subject_____	E/M_____	Number_____
Subject_____	E/M_____	Number_____
Subject_____	E/M_____	Number_____

Total Number on §44256(b) _____
--

Education Code §44258.2--6/12 Grades 5-8

Subject_____	Number_____
Subject_____	Number_____
Subject_____	Number_____
Subject_____	Number_____
Subject_____	Number_____
Subject_____	Number_____
Subject_____	Number_____
Subject_____	Number_____
Subject_____	Number_____

Total Number on §44258.2 _____

Education Code §44258.3--Local Verification of Subject-Matter Knowledge

Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____

Total Number on §44258.3 _____

English Learner Instruction Information

Do not include emergency permits or waivers

What is the total number of English learner instruction personnel *employed on a CTC teaching credential?* _____

What is the total number of English learner instruction personnel *employed on the basis of an approved California Department of Education compliance option?* _____

What is the total number of personnel assigned to provide Specially Designed Academic Instruction in English (SDAIE) or English Language Development (ELD) instruction *on the basis of completing the staff development described in EC §44253.10?* _____

Total Number of English Learner Instructors
--

Elective Classes Only - No English, Math, Science, or Social Science

[illegible]

Total Number on §44258.7(c)(d) _____

Education Code §44263--9/18**List the credential major/subject area(s) for each individual assigned under this section.****Note each MAJOR or SUBJECT AREA****Do not list minors or supplementary authorizations**

Subject of Assignment _____						NUMBER _____	
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____						NUMBER _____	
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____						NUMBER _____	
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____						NUMBER _____	
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____						NUMBER _____	
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____						NUMBER _____	
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____						NUMBER _____	
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____						NUMBER _____	
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Total on Page 7

Education Code §44263 - 9/18 (continued)

Subject of Assignment _____							NUMBER _____
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____							NUMBER _____
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____							NUMBER _____
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____							NUMBER _____
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____							NUMBER _____
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____							NUMBER _____
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Total Number on §44263 _____

Other Legal Authority Not Noted Elsewhere on this Report

Do not include emergency permits or waivers
--

Subject/Area _____ Section _____ Number _____

Subject/Area _____ Section _____ Number _____

Subject/Area _____ Section _____ Number _____

Subject/Area _____ Section _____ Number _____

Subject/Area _____ Section _____ Number _____

Total Number Other Legal Authority Not Noted Elsewhere _____

Instructions For Completing The County Report Form

The statutes governing school district assignment monitoring were amended in 1996 to eliminate the December 15th annual report to the governing board and the signing of affidavits by school site administrators and the school district superintendent. County offices of education continue to be required to monitor school district assignments and report annually to the California Commission on Teacher Credentialing.

Note: *Referenced pages numbers are in the top right-hand corner of the form*

Page 1: Complete all sections. County superintendent must sign the form. The form may not have a stamped signature on it.

Page 2: List all the school districts monitored this school year including the county office of education if monitored. Follow directions in the paragraph below the names of the districts if the county opted to monitor a district for an additional time during the current four-year cycle.

If you have comments about the monitoring process or wish to provide information about the results of your monitoring, please use the space provided on page 12. Use additional sheets if needed.

Pages 3, 4, & 5: List the number of individuals assigned under the Education Code sections on these pages according to the subject taught and the level (E = elementary, grades K-5, M = middle or intermediate, grades 6-8, and H = high school, grades 9-12) except for §44258.2 which does not require a level. The grade level refers to the grade level of the assignment not to the type of school where the service was performed. Do not list the specific grade level of the assignment such as 7th grade Math on the subject line.

An individual teacher may be listed under more than one Education Code Section. If an individual is assigned in more than one subject, list each subject separately. Do not list subjects with a slash (Geography/History).

Do not list individuals by full-time equivalent (FTE) such as .67. List each subject by the number of individuals teaching it, not the total number of periods the subject was taught.

At the bottom of page 4, answer the questions concerning teaching English learners.

Pages 6 & 7: For Education Code §44263, list the subjects being taught under this authorization and the number of individuals who are assigned to that subject. Then indicate how many of these individuals have credential majors or single subjects in each of the fourteen subjects indicated. *Do not list supplementary authorizations or minors.* The Commission is trying to determine whether those assigned under this option are teachers in allied fields or those who may be assigned from elective areas to fill their teaching day. Some individuals will have more than one major or subject on their credentials, so the number of majors will not necessarily match the number of assignments. For example:

Subject of Assignment _____	Health _____	NUMBER _____	4 _____
Art _____	Agric _____	Bus _____	Engl _____
F Lang _____	Health _____	Home Ec _____	3 _____
ITE _____	Math _____	Music _____	PE _____
2 _____	Sciences _____	Soc Sci _____	Other _____
1 _____			

If there are teaching or service assignments made on the basis of some legal authority not listed elsewhere on this report, please list them at the bottom of page 7. Do not list emergency permits, waivers, core assignments, or assignments on the basis of EC §44865.

Page 8: This page concerns **teaching** misassignments. List the subject area(s) of the misassignments, and indicate the grade level and the number of individuals who were misassigned in this subject. At the bottom of the page, list the total number of teaching assignments (not total number of teachers) identified as misassignments.

Remember that the Commission is counting subjects in which teachers were misassigned, not the number of periods per day that those teachers were misassigned. If Ms. Higgins is teaching one period of Agriculture and three periods of Life Science on her PE credential, she is misassigned in two subjects.

If an individual is misassigned in a self-contained classroom, list as self-contained not Multiple Subject. We are looking for the subject(s) of the misassignment not the type of credential required for the assignment. If there is a core misassignment, list each subject taught in the core separately. Do not use abbreviations and submit explanations of specific types of programs.

Page 9: On this page, answer the questions and list the misassignments of certificated personnel other than teachers. Resource specialists and special education misassignments should be listed as teaching misassignments not as "other certificated" misassignments.

Page 10: This page allows you to explain how many of the misassignments identified on pages 8 and 9 were corrected and to identify those that were not. Please answer all the questions. Submit an AM-1 form for each individual whose assignment has not been corrected within the timeline allowed in statute.

COMMISSION ON TEACHER CREDENTIALING

1900 Capitol Avenue
Sacramento, California 95814-4213



County Office of Education
ASSIGNMENT MONITORING AND REVIEW REPORT
Including Summary of All Districts

In accordance with Education Codes §44258.9(b) and (e), each county superintendent of schools shall submit an annual summary of the results of all assignment monitoring and reviews to the Commission on Teacher Credentialing. This report is due in the Commission office by July 1. **Mail the report to the Commission office to: Attention Assignment Monitoring.**

Name of County _____ School Year Beginning July 1, _____

Report Prepared By _____ Title _____

Telephone Number _____ Date _____

Acknowledgment of the County Superintendent of Schools

I have reviewed the following report and determined that it is complete and complies with Education Code §44258.9(b) and (e).

Name _____ Title _____

Signature _____ Date _____

Information for School Districts Monitored

- Total number of districts in your county **including** county office _____
- Total number of districts monitored this school year (include county office, if monitored) _____
- Number of certificated teaching personnel employed in the monitored districts during this school year

Elementary Teachers (grades K-6) _____ Secondary Teachers (grades 7-12) _____

County Office of Education Teachers/K-12 Employees _____
- How many other Certificated Employees (Non-Teaching Personnel)

Counselors _____ Librarians _____ Others _____

Total Number of All Certificated Personnel in Districts Monitored

Name of School Districts Monitored *

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

* If any of these districts were monitored an additional time within the current monitoring cycle per Education Code §44258.9(B)(1)(b), please complete a separate County Monitoring Report Form because the Commission must keep this information in its own data base.

Short-Term Waivers

Did any district within the jurisdiction of your county approve an assignment on the basis of a short-term waiver? ☐ yes ☐ no

If yes, complete the Short-Term Waiver Report Form for each district and attach the form(s) to this report. The form may be found in Section R of the *Administrator's Assignment Manual*.

Workshops

How many workshops were conducted this school year within the county by the county office or the district office regarding the proper assignment of teachers? _____

Additional Information Resulting From District Monitoring

Education Code Assignment Option Reporting Information

List the number of teachers assigned by local governing board authorization under the following provisions according to subject taught and, where applicable, the level (**E = elementary, grades K-5**, **M = middle or intermediate, grades 6-8**, and **H = high school, grades 9-12**). An individual teacher may be listed under more than one authorization.

Education Code §44256(b)--6/12 Grades 8 and Below

Subject _____	E/M _____	Number _____
Subject _____	E/M _____	Number _____
Subject _____	E/M _____	Number _____
Subject _____	E/M _____	Number _____
Subject _____	E/M _____	Number _____
Subject _____	E/M _____	Number _____
Subject _____	E/M _____	Number _____
Subject _____	E/M _____	Number _____
Subject _____	E/M _____	Number _____
Subject _____	E/M _____	Number _____

Total Number on §44256(b) _____

Education Code §44258.2--6/12 Grades 5-8

Subject _____	Number _____
Subject _____	Number _____
Subject _____	Number _____
Subject _____	Number _____
Subject _____	Number _____
Subject _____	Number _____
Subject _____	Number _____
Subject _____	Number _____
Subject _____	Number _____

Total Number on §44258.2 _____

Education Code §44258.3--Local Verification of Subject-Matter Knowledge

Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____
Subject_____	E/M/H_____	Number_____

Total Number on §44258.3 _____

English Learner Instruction Information

Do not include emergency permits or waivers
--

What is the total number of English learner instruction personnel *employed on a CTC teaching credential?* _____

What is the total number of English learner instruction personnel *employed on the basis of an approved California Department of Education compliance option?* _____

What is the total number of personnel assigned to provide Specially Designed Academic Instruction in English (SDAIE) or English Language Development (ELD) instruction *on the basis of completing the staff development described in EC §44253.10?* _____

Total Number of LEP Instructors _____
--

Education Code §44258.7(c)(d)--Committee on Assignments

Elective Classes Only - No English, Math, Science, or Social Science

[illegible]

Total Number on §44258.7(c)(d) _____

Education Code §44263--9/18

List the credential major/subject area(s) for each individual assigned under this section.

Note each MAJOR or SUBJECT AREA

Do not list minors or supplementary authorizations

Subject of Assignment _____						NUMBER _____	
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____						NUMBER _____	
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____						NUMBER _____	
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____						NUMBER _____	
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____						NUMBER _____	
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____						NUMBER _____	
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____						NUMBER _____	
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____						NUMBER _____	
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Total on Page 7

Education Code §44263 - 9/18 (continued)

Subject of Assignment _____							NUMBER _____
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____							NUMBER _____
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____							NUMBER _____
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____							NUMBER _____
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____							NUMBER _____
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Subject of Assignment _____							NUMBER _____
Art _____	Agric _____	Bus _____	Engl _____	F Lang _____	Health _____	Home Ec _____	
ITE _____	Math _____	Music _____	PE _____	Sciences _____	Soc Sci _____	Other _____	

Total Number on §44263 _____

Other Legal Authority Not Noted Elsewhere on this Report

Do not include emergency permits or waivers
--

Subject/Area _____ Section _____ Number _____

Subject/Area _____ Section _____ Number _____

Subject/Area _____ Section _____ Number _____

Subject/Area _____ Section _____ Number _____

Total Number Other Legal Authority Not Noted Elsewhere _____

MISASSIGNMENT REPORTING

Teaching Misassignments

List the **teaching** misassignments identified by area and grade level
List each area separately and **do not group areas or grade levels**

Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____
Subject_____	E/M/H_____	Number _____

Total Number of Teaching Assignments Identified as Misassigned? _____

Other Certificated Personnel Misassigned

List the **other certificated personnel** misassignments identified by area and grade level
List each area separately and **do not group areas or grade levels**

Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____
Area _____	E/M/H _____	Number _____

Total Number of Other Certificated Personnel Assignments Identified as Misassigned? _____

Correction of Misassignments

- **TOTAL** number of misassignments (*teaching and other certificated*) _____
- Of the total number of misassignments reported on pages 8 and 9, how many were corrected once the district was notified? _____
 - **On what basis were they corrected?**
 - a. individual removed, reassigned, retired, no longer working for district, or applied for, renewed or registered credential appropriate for assignment _____
 - b. obtained a credential waiver or applied for emergency permit _____
 - c. used an Education Code section assignment option _____
 - d. added to District's Plan to Remedy _____
 - e. other (please specify the basis and number below; total on line to right) _____

Number _____

Number _____

How many assignments were not corrected and are being reported to CTC? _____

Complete Form AM-1 to Report the Misassignments Not Corrected and Attach the Forms to this Report

Districts with 5% or More Misassigned

How many districts were notified that they have a rate of 5 percent or more of their certificated teaching personnel (based on the **total** number of all misassignments divided by the number of **secondary** teachers) misassigned as required under Education Code §44258.9(g)(4)? _____

Of those districts notified under §44259(g)(4): _____

- a. how many corrected all misassignments within 120 days? _____
- b. how many were exempted under extraordinary circumstances? _____
what were the circumstances? _____

- c. how many districts have not corrected the misassignment problem? _____

List the non-complying district(s) and the name(s) of the superintendent(s):

Name of District

Name of Superintendent

1. _____

2. _____

County Notified of Possible Misassignment and Extraordinary Circumstances

How many certificated employees (teaching/non-teaching personnel) notified your county during the school year of a possible misassignment problem they were involved in as provided for by §44258.9(g)(2)(3)(4)?

- a. How many were determined to be legally assigned? _____
- b. How many were corrected to legal assignments within 30 days? _____
- c. How many had extraordinary circumstances that made correction impossible? _____

SHORT TERM WAIVER REPORT

SAMPLE

Name of District/County Hale Owens School District, Garcia County

CDS Code 00000

Report Prepared By Vickie Statistician

Title Credential Analyst

School Year xxxx-xxxx

Name of Teacher and SSN	Credential(s) Held	Waiver Assignment (Subject)	Level (E/M/H)	Dates of Service
Evelyn Educator 888-88-8888	Multiple Subject Mild/Moderate Education Specialist Administrative Services	Health Education	M	09/02/01 to 10/13/01
Gray Gardener 111-11-1111	Single Subject in Agriculture and Science: Chemistry	Business	H	10/16/02 to 12/01/02
Mary Microcomputer 222-22-2222	Standard Secondary in Music and Biological Science Reading Specialist	Self-contained	E	11/02/01 to 01/02/02
Maureen Money 555-55-5555	Standard Elementary in Math Pupil Personnel Services	Home Economics	H	01/18/01 to 06/05/01
Sarah Specialist 444-44-4444	Standard Elementary in Art	Drama	H	02/05/01 to 04/01/01
Angie Assignment 000-00-0000	Multiple Subject CLAD Certificate	Special Education	E	02/07/02 to 03/27/02
Matthew Mathematician 777-77-7777	Special Secondary in Industrial Arts	Resource Specialist	M	03/21/03 to 07/01/03

SHORT TERM WAIVER REPORT

Name of District/County _____ CDS Code _____

Report Prepared By _____ Title _____ School Year _____

Name of Teacher and SSN	Credential(s) Held	Waiver Assignment (Subject)	Level (E/M/H)	Dates of Service

COMMISSION ON TEACHER CREDENTIALING

1812 Ninth Street
Sacramento, California 95814

**OFFICE OF THE EXECUTIVE DIRECTOR**

February 5, 1991

TO: County Superintendents of Schools and Credential Analysts in County
Offices of Education

FROM: Philip A. Fitch, Ed.D., Executive Secretary

SUBJECT: Reporting Uncorrected Misassignments to the Commission on Teacher
Credentialing

In Coded Correspondence 90-9014, we sent each of you the revised *Assignment Monitoring and Review Report* form to summarize the results of your yearly assignment monitoring. On page 12 of the county monitoring form, we asked how many illegal assignments identified in the monitored school districts were not corrected and reported to the Commission.

The purpose of this correspondence is to bring to your attention a copy of the recommended form AM-1 on which you report uncorrected misassignments. In Education Code §44258.9(g)(1)(2)(3)(4), cited below, are the sections of SB 435 which explain the responsibilities individuals, school administrators, and the county office of education have in reporting illegal misassignments.

- (1) The Commission on Teacher Credentialing shall establish reasonable sanctions for the misassignment of credential holders.

Prior to the implementation of regulations establishing sanctions, the Commission on Teacher Credentialing shall engage in a variety of activities designed to inform school administrators, teachers, and personnel within the offices of county superintendents of schools of the regulations and statutes affecting the assignment of certificated personnel. These activities shall include the preparation of instructive brochures and the holding of regional workshops.

- (2) Commencing July 1, 1989, any certificated person who has been required by an administrative superior to accept an assignment for which he or she has no legal authorization shall, after exhausting any existing local remedies, notify the county superintendent of schools in writing of the illegal assignment. The county superintendent of schools shall, within 15 working days, advise the affected certificated person concerning the legality of his or her assignment. There shall be no adverse action taken against a certificated person who files a notification of misassignment with the county superintendent of schools. During the period of the misassignment, the certificated person who has filed a written notification with the county superintendent of schools shall be exempt from the provisions of Section 45034. If it is determined that a misassignment has taken place, any performance evaluation of the employee under Section 44660 to 44664, inclusive, in any misassigned subject shall be nullified.
- (3) Commencing July 1, 1989, the county superintendent of schools shall notify, through the office of the district superintendent, any certificated school administrator responsible for the assignment of a certificated person to a position for which he or she has no legal authorization of the misassignment and shall advise him or her to

correct the assignment within 30 calendar days. The county superintendent of schools shall notify the Commission on Teacher Credentialing of the misassignment if the certificated school administrator has not corrected the misassignment within 30 days of the initial notification, or if the certificated school administrator has not described, in writing, within the 30-day period, to the county superintendent of schools the extraordinary circumstances which make this correction impossible.

- (4) Commencing July 1, 1989, the county superintendent of schools shall notify any superintendent of a school district in which 5 percent or more of all certificated teachers in the secondary schools are found to be misassigned of the misassignments and shall advise him or her to correct the misassignments within 120 calendar days. The county superintendent of schools shall notify the Commission on Teacher Credentialing of the misassignments if the school district superintendent has not corrected the misassignments within 120 days of the initial notification, or if the school district superintendent of schools has not described, in writing, within the 120-day period, to the county superintendent of schools the extraordinary circumstances which made this correction impossible.

Subsection (g)(2) and (3) explain the procedure for a *certificated person who reports to his or her county superintendent of schools, in writing, that he or she is serving in an assignment for which they have no legal authorization*. The *county superintendent*, after notifying the responsible school site administrator of the misassignment, *must notify the Commission* if the misassignment has not been corrected within 30 calendar days or if the site administrator has not described, in writing, to the county superintendent the extraordinary circumstances which made the correction impossible.

Subsection (g)(4) explains the procedure if *the county superintendent of schools notifies the superintendent in a district in which 5 percent or more of all certificated teachers in the secondary schools are found to be misassigned*. The *county superintendent must notify the Commission* if the misassignments have not been corrected within 120 days of the initial notification or if the school district superintendent has not described, in writing, to the county superintendent the extraordinary circumstances which made the correction impossible.

The attached form (AM-1) is to be used for either type of misassignment. Please use a separate form for each individual. If you have any questions about the information requested, please send them to the attention of Robert Salley, Administrator of Program Evaluation and Research.

TO: Assignment Unit, California Commission on Teacher Credentialing

FROM: _____
Superintendent of Schools for _____ County

SUBJECT: Reporting Unauthorized Assignments

The following district superintendent or site administrator failed to correct the unauthorized assignment detailed below according to:

☐ Education code §44258.9(g)(2)(3) or ☐ Education Code §44258.9(g)(4)

Information on District Superintendent and Site Administrator

Name of School District _____

Name/SSN of District Superintendent _____

Name/SSN of Site Administrator _____

Name of School Site _____

Information on Certificated Individual

Name/SSN of Individual _____

Credential(s) Held (list major, minors, supplementary authorizations, and expiration date)

1. _____
2. _____
3. _____

Unauthorized Assignment

List grade level, subject/area, and other applicable information

Signature of County Superintendent

Date

AM-1 8/01

TITLE 5 CALIFORNIA CODE OF REGULATIONS

**Sections 80339 Through 80339.6 Pertaining to Unauthorized Certificated
Employee Assignments**

And

**Section 80335 Pertaining to Performance of Unauthorized
Professional Service**

§80339. Definitions.

The following definitions pertain to Sections 80339.1 through 80339.6.

- (a) "Commission" is the Commission on Teacher Credentialing.
- (b) "Committee" is the Committee on Authorized Assignments.
- (c) "County superintendent" means the county superintendent of schools.
- (d) "School superintendent" means the superintendent of the local school district.
- (e) "Staff" refers to the staff of the Commission on Teacher Credentialing.
- (f) "Misassignment" refers to the assignment of a certificated person to a position not authorized by the credential or certificate or permit or by regulations or pertinent sections of the Education Code.

§80339.1. Membership of the Committee on Authorized Assignments.

The Committee shall be established by the Commission and shall consist of five (5) members appointed by the Commission. Membership shall include two (2) practicing school teachers, one (1) practicing school service representative other than a school administrator, one (1) practicing school administrator or one (1) practicing certificated human resources administrator, and one (1) school board member. All members shall have experience in the area of legally permissible assignment authorizations. Members shall be appointed to serve two (2) year terms and may be reappointed.

§80339.2. Materials to be Forwarded by the County Superintendent.

Notices required to be sent to the Commission under the terms of Education Code section 44258.9(g)(3) shall include all of the following:

- (a) All writings which form the basis on which a determination of misassignment was made;
- (b) Copies of all communications sent to the school superintendent informing him or her of the specific individuals in misassignments, and identifying the administrators immediately responsible for the misassignment;
- (c) All written responses submitted by the school district or school administrator in response to communication described in Education Code section 44258.9(g)(3);
- (d) All writings informing the certificated employee that he or she is serving in an unauthorized position. The county superintendent must advise the employee of the misassignment and of the professional obligation of the individual to seek an authorized position. Copies of any written response by the employee shall also be provided to the Commission;
- (e) Information regarding the steps taken to identify for the Commission the administrator(s) responsible for the misassignment;
- (f) All other materials which mitigate or aggravate the possible penalties or which supplement the information presented.

§80339.3. Staff Review and Determination.

Staff shall review the materials and information provided by the county superintendent. If staff determines that the assignment is authorized, this information shall be communicated, in writing, to the county superintendent and the school superintendent. If staff determines that the assignment is unauthorized, the school superintendent and the governing board of the local school district shall be notified in writing of the staff determination of misassignment and advised of the possible penalties if the misassignment is not corrected. As a part of the notification, staff shall offer the school superintendent the opportunity to enter into a written Compliance Agreement, setting forth the remedial steps agreed to be taken in order to correct the misassignment(s) and establishing a deadline for meeting all of the terms of the agreement.

§80339.4. Referral to the Committee on Authorized Assignments and Issuance of Letter of Non-Compliance.

Failure to correct a misassignment following the procedures set forth in section 80339.3 shall result in the referral of the matter by staff to the Committee at the next meeting of the Committee as long as it is more than 30 days from staff notification. Commission files on the alleged misassignment shall be provided to the Committee and the Committee shall review the information contained in the record and determine if a misassignment occurred. If it decides that a misassignment has occurred, the Committee shall cause a letter of non-compliance to be issued to the local governing board of the subject school district. This letter shall set forth the nature of the misassignment and be signed by the Executive Director of the Commission and the members of the Committee. This letter shall be read at the first public meeting following its receipt by the presiding officer of the local governing board, and he or she shall so certify to the Commission in writing that this has been accomplished.

§80339.5. Referral to the Committee of Credentials.

If a misassignment has not been corrected within 30 days after the letter of non-compliance has been issued, the Committee shall review the matter again in order to determine whether more severe sanctions are appropriate. It shall, in appropriate cases, identify the individuals it determines to be responsible for the misassignment. It shall then report its findings in writing to the Committee of Credentials for further investigation and consideration of adverse action against the credentials of responsible certificated persons pursuant to Title 5, California Code of Regulations section 80335 and other statutes and regulations applicable to the jurisdiction and operation of the Committee of Credentials.

§80339.6. Rights of Certificated Persons.

When a certificated person files a written notice pursuant to Education Code section 44258.9(g)(2), that person may request the Committee to review any determination and decision by the county superintendent that an assignment is legally authorized. When a certificated person employed in a county-operated school files a written notice pursuant to Education Code section 44258.9(g)(2), that person may also request the Committee to review any determination and decision by the county superintendent that the assignment is legally authorized. In these cases, the county superintendent, the administrators immediately responsible for the misassignment, and the local governing board of the subject county will be treated in the same manner as those comparable individuals and bodies at the district level are treated in Title 5, California Code of Regulations sections 80339.2 through 80339.6.

When a certificated person who has been notified pursuant to Title 5, California Code of Regulations section 80339.2 that he or she is in an unauthorized assignment submits to the

R. ASSIGNMENT MONITORING, CONTINUED

county superintendent of schools written verification of his or her effort to obtain an authorized assignment, he or she shall not be subject to penalties under Title 5, California Code of Regulations section 80339.5. Such verification may include, but need not be limited to, copies of written requests to the immediate administrator or supervisor, the district department for personnel matters, and the school superintendent.

§80335. Performance of Unauthorized Professional Services.

A certificated person shall not, after July 1, 1989:

- (a) Knowingly, accept an assignment to perform professional services if he or she does not possess a credential authorizing the service to be performed; unless he or she has first exhausted any existing local remedies to correct the situation, has then notified the county superintendent of schools in writing of the incorrect assignment, and the county superintendent of schools has made a determination, within 45 days of receipt of the notification, that the assignment was caused by extraordinary circumstances which make correction impossible, pursuant to the procedures referred to in Education Code Section 44258.9(g)(2) and (3).
- (b) Knowingly and willfully assign or require a subordinate certificated person to perform any professional service which the subordinate is not authorized to perform by his or her credential or which is not approved by appropriate governing board authorization, unless he or she has made reasonable attempts to correct the situation but has been unsuccessful, and has notified the county superintendent of schools of those attempts, and the county superintendent of schools has determined, within 45 days of being notified of the assignment, that the assignment was caused by extraordinary circumstances which make correction impossible.
- (c) Neither (a) nor (b) shall be applicable in a situation where extraordinary circumstances make the correction of the misassignment impossible.
- (d) There shall be no adverse action taken against a certificated person under this rule for actions attributable to circumstances beyond his or her control.
- (e) Effective October 20, 1993, no adverse action described in Title 5, California Code of Regulations, section 80331(a) shall be imposed for violation of this section prior to review and attempted disposition pursuant to Title 5, California Code of Regulations, sections 80339 through 80339.6.

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SUBJECTS WITHIN THE SINGLE SUBJECTS AREA

Title 5 §80005(a), added to regulation in July 2000, clarifies the authorization for the subject areas for service in departmentalized classes to allow an individual to be assigned to teach classes that fall within the broad single subject areas. Some subjects are listed under more than one subject such as photography which may be found under both art and industrial and technology education and child development which is listed under both health science and home economics. The employing agency must make the decision which broad single subject area the content of the class falls under for subjects listed under more one subject.

The regulation also allows flexibility at the local level. An employing agency may determine that an individual may teach a class directly related in content to one of the broad subject areas if the subject is not already listed under another subject area. There is no flexibility if the class already appears on the list.

Single Subject Area	Subjects that Fall Within Single Subject Area
Agriculture	Agricultural management, agricultural mechanics, agricultural science, animal science, forestry, horticulture, landscaping, and plant science
Art	Art appreciation, art history, arts and crafts, art theory, calligraphy, cartooning, ceramics, commercial art, costume design, crafts, design, drawing, humanities, illustration, interior decoration, jewelry, leathermaking, painting, photography, sculpture, stagecraft, and yearbook
Business	Accounting, business communications, business English, business mathematics, business management, business marketing, computer concepts and applications, consumer education, data processing, economics, general office occupations, keyboarding, marketing, shorthand, typewriting, and word processing
English	Composition, creative writing, debate, drama, forensics, grammar, humanities, journalism, language arts, language structure, literature, poetry, public speaking, speech, theater arts, and yearbook
Health	Child development, family life, human sexuality, nutrition, sexually transmitted disease education, and substance abuse
Home Economics	Child development, clothing, consumer education, family life, foods, family economics, housing, human development, interior design, nutrition, parenting, and textiles
Industrial and Technology Education	Automotive mechanics, carpentry, computer technology, construction, drafting, electricity, electronics, industrial crafts, industrial design, metals, millwork, photography, plastics, radio and television, technical science/power mechanics, welding, and woods
Languages Other Than English	Courses in culture, grammar, composition, language structure, and literature of the language listed on the document
Mathematics	Basic or general mathematics, algebra, calculus, computer science, consumer mathematics, geometry, mathematical analysis, statistics and probability, and trigonometry
Music	Instrumental music, music appreciation, music theory, and vocal

SUBJECTS WITHIN THE SINGLE SUBJECTS AREAS, CONTINUED

	music
Physical Education	Aquatics, dance, fundamental and creative movement, gymnastics, interscholastic sports, motor development or learning, physical conditioning, sports, and weightlifting
Science: Biological Science	Anatomy, biology, botany, ecology, environmental science, evolution, genetics, physiology, and zoology
Science: Chemistry	Chemical reactions, qualitative analysis, quantitative analysis, and structure and stability
Science: Geoscience	Astronomy, cosmology, earth science, forestry, geology, meteorology, oceanography, and paleontology
Science: Physics	Energy, mechanics, and thermodynamics
Social Science	American government, anthropology, contemporary issues, current events, cultural studies, economics, ethnic studies, geography, government, history, humanities, international government, law, politics, psychology, sociology, United States history, and world history

The list may also be used as a guide when assigning individuals who hold Standard Secondary or Special Secondary Teaching Credentials with majors or minor in broad subject areas. A Standard Secondary Teaching Credential in a specific subject area such as sociology authorizes the holder to teach only sociology not all of the subjects that fall within the broad subject area of social science.

The list may also be applied to holders of Single Subject Teaching Credentials in Life and Physical Science. Holders of life science credentials may teach the subject areas that fall under Science: Biological Science. Physical science credential holders may teach subject areas that fall under Science: Chemistry, Physics, and Geoscience because all three of these areas are physical sciences.

Science Credentials and Their Authorizations

Note: Shaded Boxes Indicates the Area of Assignment Authorized by the Credential

Type of Credential	Biological Science	Chemistry	Physics	Earth Science/ Geoscience	Integrated Science (gr 7–9)	Integrated Science (gr 10–12)	Intro/ General Science	Intro Life Science	Intro Physical Science
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Single Subject Teaching Credentials (service in grades preschool, K - 12, and adults)

Life Science									
Physical Science									
Science Biological Science									
Science: Chemistry									
Science: Physics									
Science: Geoscience									

Standard Elementary Teaching Credentials (service in grades K- 9)

MAJOR in biological science area									
MAJOR in physical science area		*	*	*					
MINOR in biological science area									
MINOR in physical science area		*	*	*					gr K-8

Standard Secondary Teaching Crednetial (service in grades 7 - 12)

MAJOR in biological science area									
MAJOR in physical science area		*	*	*					
MINOR in biological science area									
MINOR in physical science area		*	*	*					gr 7-8

* Service is restricted to the specific subject area of the major, minor, or supplementary authorization listed on the credential.

Type of Credential	Biological Science	Chemistry	Physics	Earth Science/ Geoscience	Integrated Science (gr 7–9)	Integrated Science (gr 10–12)	Intro/ General Science	Intro Life Science	Intro Physical Science
<i>General Teaching Credentials</i>									
Elementary (gr K-8)					gr 7-8				
Junior High (gr 7-9)									
Secondary (gr 7-12)									
<i>Credential Major, Minor, and Supplementary Authorization Combinations</i>									
Single Subject - life science; supplementary authorization in specific physical, earth, or geoscience		*	*	*					gr 7-8
Single Subject - physical science; supplementary authorization in specific life science									
Standard Secondary - major in bio science; supp authorization or minor in specific physical science		*	*	*					gr 7-8
Standard Secondary - major in physical science; supplementary authorization or minor in specific life science		*	*	*					
Standard Secondary - major in geoscience or earth science; supp authorization or minor in specific life science									

* Service is restricted to the specific subject area of the major, minor, or supplementary authorization listed on the credential.

Type of Credential	Biological Science	Chemistry	Physics	Earth Science/ Geoscience	Integrated Science (gr 7–9)	Integrated Science (gr 10–12)	Intro/ General Science	Intro Life Science	Intro Physical Science
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Introductory Supplementary Authorizations Added to Single Subject, Standard Secondary, or Special Secondary Teaching Credentials (services in grades 9 and below)

Intro General Science									
Intro Life Science									
Intro Physical Science		◆	◆						
Intro Science		◆	◆						

Specific Supplementary Authorizations Added to Single Subject, Standard Secondary, or Special Secondary Teaching Credentials (service in grades K - 12) ✚

Biology									
Chemistry									
Earth Science									
Physics									
Biological Science									
Geosciences									

Supplementary Authorizations Added to Multiple Subject or Standard Elementary Teaching Credentials (services in grades 9 and below)

General Science									
Life Science									
Physical Science		◆	◆						
Science		◆	◆						

- ✚ Supplementary Authorizations in Animal and Plant Science are also issued. They authorize teaching the specific subject only.
- ◆ The holder is authorized to teach this subject area; however, the subject area is not commonly taught in grades 9 and below.

Who is Authorized to Teach Integrated Science in Grades 7 - 9

Type of Credential	Subject Area of Credential *
General	<p>General Elementary (grades 7 - 8 only)</p> <p>General Junior High General Secondary</p>
STANDARD	<p>Standard Elementary or Secondary with a Major in:</p> <ul style="list-style-type: none"> • Astronomy • Biological Science • Biological Science & Mathematics (elementary only) • Chemistry • Geology • Physical Science (elementary only) • Physical Science & Mathematics (elementary only) • Physics
	<p>Standard Elementary or Secondary with a Minor in Biological Science or Biological Science & Mathematics: Biological Science AND a Minor or a Supplementary Authorization in one of the following:</p> <ul style="list-style-type: none"> • Astronomy • Chemistry • Geology • Physical Science • Physical Science: Chemistry, Geology, or Physics • Physics
	<p>Standard Elementary or Secondary with a Minor in Astronomy, Chemistry, Geology, or Physics AND a Minor or a Supplementary Authorization in one of the following:</p> <ul style="list-style-type: none"> • Biological Science(s) • Biological Science & Mathematics: Biological Science
RYAN	<p>Ryan Single Subject with a Major in:</p> <ul style="list-style-type: none"> • Life Science • Physical Science • Science: Biological Sciences • Science: Chemistry • Science: Geosciences • Science: Physics
	<p>Supplementary Authorization(s) in:</p> <ul style="list-style-type: none"> • General Science (added to elementary credentials) • General Science (added to secondary credentials-<u>R1A</u> authorization code) • Introductory General Science (added to secondary credentials) • Introductory Life <u>and</u> Physical Science (added to secondary credentials) • Introductory Science (added to secondary credentials) • Life Science <u>and</u> Physical Science (added to elementary credentials) • Science (added to elementary credentials)

* Subjects listed by examination are also appropriate. There are a few rarely issued subjects that are not listed. Contact the Commission's Information Services Section at (888) 921-2682 if you have a question.

Who is Authorized to Teach Integrated Science in Grades 10 - 12

Type of Credential	Subject Area of Credential *
General	General Secondary
S T A N D A R D	Standard Secondary with a Major in Biological Science or Biological Science & Mathematics: Biological Science AND a Supplementary Authorization (added to a secondary credential) or Minor in one of the following: <ul style="list-style-type: none"> • Astronomy • Chemistry • Earth Science • Geosciences or Geology • Physical Science: Chemistry, Geology, or Physics • Physics • Plant Science
	Standard Secondary with a Major in Astronomy, Chemistry, Geology, or Physics AND a Supplementary Authorization (added to a secondary credential) or Minor in one of the following: <ul style="list-style-type: none"> • Animal Science • Biological Science and Mathematics: Biological Science • Biology or Biological Science
	Two Standard Secondary Minors or One Minor and a Supplementary Authorization added To A Secondary Credential (one from each column): <ul style="list-style-type: none"> • Animal Science • Biological Sciences • Biological Science & Mathematics: Biological Science • Biology • Astronomy • Chemistry • Earth Science • Geosciences or Geology • Physics • Plant Science
R Y A N	Ryan Single Subject with a Major in: <ul style="list-style-type: none"> • Science: Biological Sciences • Science: Chemistry • Science: Geosciences • Science: Physics
	Ryan Single Subject with a Major in Life Science AND a Supplementary Authorization (added to a secondary credential) in one of the following: <ul style="list-style-type: none"> • Chemistry • Earth Science • Geosciences • Physics • Plant Science
	Ryan Single Subject with a Major in Physical Science AND a Supplementary Authorization (added to a secondary credential) in one of the following: <ul style="list-style-type: none"> • Animal Science • Biology or Biological Sciences
	Two Supplementary Authorizations Added To A Secondary Credential (one from each column): <ul style="list-style-type: none"> • Animal Science • Biological Sciences • Biology • Chemistry • Earth Science • Geosciences • Physics • Plant Science

* Subjects listed by examination are also appropriate. There are a few rarely issued subjects that are not listed. Contact the Commission's Information Services Section at (888) 921-2682 if you have a question.

Existing Regulations Governing The Assignment Of Teachers To Teach Specific Subjects In Middle, Junior High, And High Schools

CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BOARD RESOLUTION	AUTHORIZATION PLACED ON DOCUMENT
Supplementary Authorization <i>(Specific and Introductory Subjects)</i> Single Subject, Standard Secondary, or Special Secondary EC §44256(a) Stats 1979	<i>Specific Subjects:</i> subjects commonly taught in grades K-12 * <i>Introductory Subjects:</i> subjects in curriculum guidelines and textbooks for study in grades 9 and below	Teach any subject for which requirements have been met Regulations provide a list of subjects	<i>10/20 Units:</i> 10 upper division or 20 total semester units from an accredited institution Additional oral proficiency requirement for foreign language	Teacher initiated	No	Yes
Supplementary Authorization Multiple Subject or Standard Elementary EC §44256(b) Stats 1981	Grades 9 and below	Teach any subject for which requirements have been met Regulations provide a list of subjects	<i>10/20 Units:</i> 10 upper division or 20 total semester units from an accredited institution Additional oral proficiency requirement for foreign language	Teacher initiated	No	Yes
Supplementary Authorization Standard Secondary plus 3 years experience within the department of academic major prior to 9-1-89 EC §44258.7(a) Stats 1987	Grades 7-12 * and may also be used to cover middle school departmentalized subjects	Teach any subject for which requirements have been met	<i>6/12 Units:</i> 6 upper division or 12 total semester units from an accredited institution completed by 9-1-89 or Praxis or verification of competence by subject specialist	Teacher initiated	No	Yes

*This authorization is appropriate for high school level teaching

CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BOARD RESOLUTION	AUTHORIZATION PLACED ON DOCUMENT
Multiple Subject or Standard Elementary EC §44256(b) Stats 1987	Departmentalized setting in grades 8 and below	Teach any subject for which requirements have been met May be renewed annually	<i>6/12 Units:</i> 6 upper division or 12 total semester units from an accredited institution	Yes	Yes	No
Multiple Subject or Standard Elementary EC §44258.1 Stats 1987	Grades 5 - 8 in a middle school: staffing of a <i>core</i> class and the "hanging" fifth period	<i>Core:</i> Two or more subjects for two or more periods per day to same group of students Also, any subject taught in the core to a separate group of pupils at the same grade level as the core for not more than 50% of the day	None	No	No	No
Multiple Subject or Standard Elementary EC §44258.15 Stats 1989	Team teaching or regrouping pupils across classrooms in subjects authorized by governing board	Team-teaching setting	None	No	No	No
Single Subject or Standard Secondary EC §44258.2 Stats 1987	Grades 5 - 8 in a middle school	Teach any subject for which requirements have been met May be renewed annually	<i>6/12 Units:</i> 6 upper division or 12 total semester units from an accredited institution	Yes	Yes	No

CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BOARD RESOLUTION	AUTHORIZATION PLACED ON DOCUMENT
Any teaching credential EC §44258.3 Stats 1995	Departmentalized setting in grades K-12 *	Governing board establishes policies and procedures to verify adequacy of subject-matter knowledge of teacher May be renewed annually	Review by governing board to verify subject-matter knowledge	Yes	Yes	No
Full-time teacher with special skills and preparation outside credential authorization EC §44258.7(c)(d) Stats 1995	Assignment in an area of special skills or preparation in grades K-12 *	May be approved for elective courses only (elective course is other than English, mathematics, science, and social science) May be renewed annually	Approved by local Committee on Assignments	Yes	Committee on Assignment established by the school district Guidelines filed with County Superintendent	No
Any teaching credential EC §44263 Stats 1977	Any single subject class *	Teach any subject for which requirements have been met May be renewed annually	<i>9/18 Units:</i> 9 upper division or 18 total semester units from an accredited institution	Yes	Yes	No
General Junior High, General Secondary, or Standard Secondary EC §44264 Stats 1976	Grades 5 - 8 (<i>although credentials authorize teaching only in grades 7 and above</i>)	Subject area authorized by credential	None	Yes	No	No

* This authorization is appropriate for high school level teaching

CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BOARD RESOLUTION	AUTHORIZATION PLACED ON DOCUMENT
Standard Early Childhood Education Title 5, §80020(c)	Departmentalized setting in grades 9 and below	Teach in the subject or subjects of majors or minors listed on credential	None	Yes	No	No
General Secondary Title 5, §80020(d)	Departmentalized setting in grades K-6	Teach in the subject or subjects of (college or university degree) majors or minors or have taught the subject successfully for three years within the last ten years prior to the assignment	None	Yes	No	No
General Junior High Title 5, §80020(e)	Departmentalized setting in grades K-6	Teach in the subject or subjects of (college or university degree) majors or minors or have taught the subject successfully for three years within the last ten years prior to the assignment	None	Yes	No	No
Standard Secondary Title 5, §80020(f)	Departmentalized setting in grades K-6	Teach in the subject or subjects of majors or minors listed on credential	None	Yes	No	No

CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BOARD RESOLUTION	AUTHORIZATION PLACED ON DOCUMENT
Emergency Single Subject Teaching Permit No other credential or permit required Title 5, §80024.1	Statutory single subject area requested by employer listed on application form*	May be reissued annually following completion of six semester units of course work in subject area, and a <i>Declaration of Need for Fully Qualified Educators</i> on file at the Commission	CBEST Bachelor's degree Written affirmation of the applicant's intent to complete the requirements for the credential Verified subject-matter competence	Employer initiated	No	Yes Effective 1-1-98, an individual who held an emergency permit prior to 1-1-98 will be issued five additional reissuances and an individual who is initially issued an emergency permit after 1-1-98 is issued the permit for a total of five years
Limited Assignment Teaching Permit Valid teaching credential based on bachelor's degree and a professional preparation program including student teaching Title 5, §80027	Statutory single subject area requested by employer listed on application form*	May only be reissued twice in a specific subject area (annually) following completion of six semester units of course work in subject area and a <i>Declaration of Need for Fully Qualified Educators</i> on file at the Commission	Currently employed by the local governing board requesting the assignment The teacher must have an assigned experienced educator in the subject area of the limited assignment if the applicant has not obtained permanent status in a school district in California within the previous ten years.	Yes	Yes	Yes

* This authorization is appropriate for high school level teaching

COMMISSION ON TEACHER CREDENTIALING

1812 Ninth Street
Sacramento, California 95814

**OFFICE OF THE EXECUTIVE DIRECTOR**

March 27, 1989

89-8919

TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing

FROM: Richard K. Mastain, Executive Secretary

SUBJECT: Health Science

Health Science educators have raised concerns about which credentials authorize the teaching of health science and health education. The Commission would consider the teaching of a course in health on any of the following credentials as a suitable assignment for monitoring purposes, as long as the assignment was in the appropriate grade level:

- Specialist Instruction Credential in Health
- Single Subject Teaching Credential in Health Science
- Single Subject Teaching Credential in Life Science
- Single Subject Teaching Credential in Physical Education initially issued prior to 1-1-81 or Health Science or Health Education
- Special Secondary Teaching Credential in Physical Education
- General Teaching Credential
- Supplementary Authorization in:
 - Health Science
 - Introductory Health Science
 - Community Health
 - Family Health
 - Personal Health
 - Health Education
 - Community and Family Health, including Drug Use and Abuse

Neither the holder of a Single Subject Teaching Credential in Physical Education initially issued on or after 1-1-81, nor the holder of a Standard Elementary or Secondary Teaching Credential with a major or minor in Physical Education, should be assigned to teach a course in health science or health education, unless assigned on an appropriate supplementary authorization or under another provision of the Education Code or Title 5 Regulations.

The holder of a Single Subject Teaching Credential in PE may obtain an appropriate supplementary authorization by completing 20 semester units (or 10 upper division semester units) in the subject as specified in Title 5 Sections 80089-80089.2. The holder of a Standard Secondary Teaching Credential in PE may obtain a supplementary authorization by completing the same requirements, or by verifying three years of experience teaching health prior to 9-1-87 plus subject matter competence as specified in Education Code Section 44258.7(a). Please see the *Credential Handbook*, beginning on page II-A-28, for more information about supplementary authorizations. Page 10 of the *Administrator's Assignment Manual* has additional information about assignment options available in statute or regulation.

Questions concerning assignment should be mailed to the attention of *The Administrator's Assignment Manual* at the address listed above.

COMMISSION ON TEACHER CREDENTIALING

1812 Ninth Street
Sacramento, California 95814

OFFICE OF THE EXECUTIVE DIRECTOR

June 20, 1989

89-8921

TO: All County Superintendents and County Personnel Administrators

FROM: Richard K. Mastain, Ed.D, Executive Secretary

SUBJECT: Assignment Practices--Fiscally Accountable School Districts

Certain fiscally accountable, or "independent" districts have indicated an intention to assert that their status as such, pursuant to *Cal. Ed. Code* §§ 42647 and 42650, exempts them from scrutiny by the county superintendent of schools in the context of *Cal. Ed. Code* § 44258.9.

We asked Legal Counsel for the Commission on Teacher Credentialing to review this issue. Specifically we asked whether SB 435 authorizes county superintendents of schools to monitor the assignment practices of *all* districts, including "fiscally accountable" districts, within their counties.

SB 435 adds section 44258.9 to the Education Code and sets forth various reporting and rectification responsibilities incumbent upon certificated individuals, individual school districts within counties, county offices of education and the Commission on Teacher Credentialing.

It is significant to note that within the text of *Cal. Ed. Code* § 44258.9, subsection (b) refers to "*each* school site administrator," subsection(c) refers to "*each* district superintendent of schools," subsection (d) refers to "*each* county superintendent of schools," and subsection (g)(2) provides that "*any* certificated person who has been required by an administrative superior to accept an assignment for which he or she has no legal authorization *shall*, after exhausting any existing local remedies, notify the *county superintendent of schools...*" (Emphasis added.)

The highlighted text in the immediately preceding paragraph evinces the comprehensive and mandatory intent of the statute, as well as the central role played by the county superintendent of schools. Therefore, within its own terms, *Cal. Ed. Code* ¶ 44258.9 does not seem to conceive of exceptions.

Sections 42647 and 42650 provide the means by which the governing boards of unified school districts and/or school districts with over 10,000 average daily attendance may be enabled to draw and issue warrants against designated funds independent of the county office of education and superintendent of schools. This procedure requires the approval of the county superintendent of schools, the county auditor and the Superintendent of Public Instruction.

Cal. Ed. Code § 44332.5 makes pertinent reference to such fiscally accountable districts as follows:

(a) A school district which may issue warrants pursuant to Section 42647 may, at its discretion, provide for the registration of any valid certification or other document authorizing the holder thereof to serve in a position requiring certification qualifications as an employee of the school district.

When the above section is read in conjunction with *Cal. Ed. Code* § 35035 (e), which includes among the powers and duties of the superintendent of each school district the determination that each employee in a position requiring certification actually possesses a valid certificated document which authorizes him or her to serve in the position to which he or she has been assigned, an argument may be made that the county superintendent of schools does not possess the authority to monitor such districts pursuant to his or her responsibilities as they are set forth in *Cal. Ed. Code* § 44258.9 (d).

We believe that unless such districts can provide different and additional authority to support such a contention, their argument fails. Merely because they have previously obtained the approval of the county superintendent of schools, the county auditor and the Superintendent of Public Instruction in order to be classified as "fiscally accountable" and because *Cal. Ed. Code* § 44332.5 (a) gives to such districts the *discretionary* authority to register certification documents, such districts are not, in our opinion exempted from assignment practices monitoring by the county superintendent of education; neither do we believe that the county superintendent thereby absolved from his or her responsibility to monitor pursuant to *Cal. Ed. Code* § 44258.9 (d).

Accordingly, it is our opinion that, pursuant to the provisions of SB 435, county offices of education and the county superintendents of schools are authorized and required to monitor the assignment practices of *all* districts within their respective counties.

COMMISSION ON TEACHER CREDENTIALING

1812 Ninth Street
Sacramento, California 95814

OFFICE OF THE EXECUTIVE DIRECTOR

January 25, 1991

91-9104

TO: All County Superintendents and County Personnel Administrators

FROM: Philip A. Fitch, Ed.D, Executive Secretary

SUBJECT: Appropriate Credential Assignment Practices in Connection With
Continuation, Alternative and Opportunity Schools

There has been some confusion regarding the appropriate definition of the term "school" as used in Education Code section 44865. Questions have arisen in connection with the statutorily mandated responsibilities for monitoring for appropriate credential assignment practices pursuant to the provisions of SB 148 and 435. (See *generally* Education Code sections 44225(e) and 44256-44258.9.)

Accordingly, we asked our General Counsel for a legal opinion in order to clarify the meaning of the term "school" in this context and in relation to the efforts of school districts to implement programs and classes pursuant to the provisions of Education Code section 44865. That opinion is reprinted in its entirety hereinbelow.

Question Presented: For the purposes of credential assignment monitoring as mandated by SB 435, do the provisions of *Cal. Ed. Code* § 44865 pertaining to continuation, alternative and opportunity schools embrace programs and classes offered and taught in regular school facilities?

Cal. Ed. Code § 44865 provides as follows:

A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with consent of the teacher:

- (a) Home teacher.
- (b) Classes organized primarily for adults.
- (c) Hospital classes
- (d) Necessarily small high schools.
- (e) Continuation schools.
- (f) Alternative schools.
- (g) Opportunity schools.
- (h) Juvenile court schools.
- (i) County community schools.

Subsections (f) and (g) were added by amendment in 1980, and subsections (h) and (i) were added by amendment in 1981.

There is concern that attempts to enforce the "assignment-misassignment" provisions SB 435 may be complicated or thwarted by the establishment and maintenance of continuation, alternative and/or opportunity *classes* and *programs*, as opposed to *schools*, on regular

school campuses. Such classes and programs may appear indistinguishable for SB 435 monitoring purposes.

When viewed from a physical facilities perspective, the monitoring problem is apparent. We are advised that presently, alternative and opportunity schools programs and classes may be offered either on separate campuses or in the same facilities as the traditional program. As mentioned above, we are concerned with the latter scenario. Although it may be possible to distinguish alternative and opportunity programs and classes in which an identifiable group of students assembles for more than one class period per day, it may be impossible to determine appropriate teacher credentialing assignments when the alternative or opportunity program label is applied to single classes which may be offered for only one (1) period per day on a regular school campus.

Continuation schools are typically maintained in physically distinct facilities and do not present an immediate problem. (That is not to say, however, that districts may at some time determine that it would be more efficient to utilize all or a portion of the regular school campus for this purpose.) *Cal. Ed. Code* § 58500 defines alternative schools as a "...school or separate class group within a school..." And *Cal. Ed. Code* §§ 48630 *et seq.* speak to classes and programs, as well as schools, and clearly envision the use of both separate and combined facilities. From a review of the pertinent statutes, it seems clear that all of these offerings are intended to supplement and enrich the opportunities for students who are not well-served by the traditional school program. It seems equally clear that from the students' perspective, the location of these specialized offerings is not as important as the fact that they are offered and available.

Cal. Ed. Code § 44865 was construed in a case called *California Teachers' Association v. Governing Board of Central Union High School District et al.*, (141 Cal. App. 3d 606). Although the controversy in this case was over the consent requirement, it is instructive to note that the court chose to set out in full the text of a letter dated August 29, 1978 to then Governor Edmund G. Brown, Jr. from then Executive Secretary of the Commission Peter L. LoPresti. Former section 44865 had simply dealt with the qualifications for a home teacher; SB 433 (Stiern) substituted the expanded section and was strongly endorsed and supported by the Commission. The letter to the Governor reads in pertinent part:

The Commission...strongly supports SB 433 (Stiern) which provides relief from the single-subject authorization of 'Ryan' and 'Fisher' credentials in order to more effectively staff and utilize teachers in special schools, classes or program organization...

We have learned that as the need and demand for a broadened curriculum increases in these special situations and the supply of teachers holding the General Secondary Credential decreases, it is becoming increasingly difficult to staff these special type classes and programs.

Clearly, then, the administrative inconvenience of monitoring for potential credential misassignment pursuant to SB 435 in the regular setting must be weighed against the desirability of permitting the widest possible latitude in the establishment and implementation of programs historically urged and supported by the Commission.

Conclusion: We have discovered no statutory definition of the term "school" as used in *Cal. Ed. Code* § 44865 which would preclude school districts from operating and staffing continuation, alternative and opportunity schools within regular school facilities. Accordingly, on the basis of our review of the applicable statutes and the previously expressed position of the Commission, we conclude that the use of the word school in *Cal. Ed. Code* § 44865 does embrace classes and programs offered in units of one (1) or more periods per day, and districts may appropriately assign teachers to these classes pursuant to the provisions of *Cal. Ed. Code* § 44865.

COMMISSION ON TEACHER CREDENTIALING

1812 Ninth Street
Sacramento, California 95814

OFFICE OF THE EXECUTIVE DIRECTOR

May 1, 1991

91-9108

TO: All County Superintendents and County Personnel Administrators

FROM: Philip A. Fitch, Ed.D, Executive Secretary

SUBJECT: Designated Subjects Vocational Education Teaching Credential

We have had many questions from school districts and county offices of education about the authorizations of the "Designated Subjects Vocational Education Teaching Credential." Accordingly, we asked our General Counsel for a legal opinion clarifying the range of authorization of this credential. His opinion is reprinted in its entirety below.

Question Presented: What is the range of authorization of the "Designated Subjects Vocational Education Teaching Credential?" Specifically, does this credential authorize its holder to teach the subject or trade named on the credential in "non-vocational" classes in grades twelve and below?

Cal. Ed. Code § 44256 describes the authorizations for "designated subjects" credentials in the following manner:

"(d) 'Designated subjects' means the practice of assignment of teachers and students to designated technical, trade or vocational *courses* which courses *may* be part of a program of trade, technical or vocational education." [Emphasis added]

Section 44256 (d) was cited as authority for 5 *Cal. Code Regs.* § 80035 (c) which addresses the "authorization" of the designated subjects preliminary and clear vocation education teaching credential as follows:

"(c) Authorization. The preliminary or clear vocational teaching credential authorizes the holder to teach in the subject or trade named on the credential in grades 12 and below, *and* in classes organized primarily for adults, in technical, trade or vocational courses, including but not limited to, agricultural occupations, business and office occupations, health occupations, home-economics related occupations, marketing and distributive occupations, technical occupations, or trade occupations which shall be part of a vocational education program." [Emphasis added]

It should be noted that *Cal. Ed. Code* § 44256 provides that teaching credential authorizations shall be of four basic kinds, only one of which is the "designated subjects" authorization. The designated subjects authorization is therein differentiated from "single subject instruction," "multiple subject instruction," and "specialist instruction" authorizations.

Accordingly, when the statute and the regulation are read in conjunction, it appears that the holder of a Designated Subjects Vocational Education Teaching Credential with a specific

authorization is permitted to teach in the subject or trade named in the credential in either vocational programs or in non-vocational programs so long as the course or courses taught in the non-vocational programs are *designated* technical, trade or vocational.

It might reasonably be argued that so long as the subject authorized on the credential is in a technical, trade or vocational area, it has been "designated" as such by the terms of the licensing document. However, the statute does not define "designated subjects" as items listed or authorized on a credential; instead, the term "designated subjects" is said to refer to the "assignment of teachers" to "designated trade, technical or vocational courses. We assume that the establishment, structuring, implementation, description and designation of particular courses are matters left to school districts and that the designation referred to in the statute is made in that arena.

By way of illustration, the holder of a Designated Subjects Vocational Education Teaching Credential issued in the subject of carpentry would be authorized to teach as follows:

1. a "math for carpenters" course in either a vocational education program or non-vocational education program in grades 12 and below, *if* that course were designated as a trade, technical or vocational course by the employing school district; and
2. a "math for carpenters" course in either a vocational education program or non-vocational education program as a class organized primarily for adults, *if* that course were designated as a trade, technical or vocational course by the employing school district; and
3. a "math for carpenters" course in a vocational education program consisting in technical, trade or vocational courses, including, but not limited to, agricultural occupations, business and office occupations, health occupations, home-economics related occupations, marketing and distributive occupations, technical occupations, or trade occupations, if that course were designated as a trade, technical or vocational course by the employing school district.

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